

Executive Skills Questionnaire —

Peg Dawson & Richard Guare
dawson.peg@gmail.com

Step I: Read each item below and then rate that item based on the extent to which you agree or disagree with how well it describes you. Use the rating scale below to choose the appropriate score. Then add the three scores in each section. Use the Key on page 2 to determine your executive skill strengths (2-3 highest scores) and weaknesses (2-3 lowest scores).

Strongly disagree	1	Tend to agree	5
Disagree	2	Agree	6
Tend to disagree	3	Strongly agree	7
Neutral	4		

Item	Your score
1. I don't jump to conclusions	_____
2. I think before I speak.	_____
3. I don't take action without having all the facts.	_____
YOUR TOTAL SCORE:	_____
4. I have a good memory for facts, dates, and details.	_____
5. I am very good at remembering the things I have committed to do.	_____
6. I seldom need reminders to complete tasks	_____
YOUR TOTAL SCORE:	_____
7. My emotions seldom get in the way when performing on the job.	_____
8. Little things do not affect me emotionally or distract me from the task at hand.	_____
9. I can defer my personal feelings until after a task has been completed	_____
YOUR TOTAL SCORE:	_____
10. No matter what the task, I believe in getting started as soon as possible.	_____
11. Procrastination is usually not a problem for me.	_____
12. I seldom leave tasks to the last minute	_____
YOUR TOTAL SCORE:	_____
13. I find it easy to stay focused on my work.	_____
14. Once I start an assignment, I work diligently until it's completed.	_____
15. Even when interrupted, I find it easy to get back and complete the job at hand.	_____
YOUR TOTAL SCORE:	_____
16. When I plan out my day, I identify priorities and stick to them	_____
17. When I have a lot to do, I can easily focus on the most important things.	_____
18. I typically break big tasks down into subtasks and timelines.	_____
YOUR TOTAL SCORE:	_____
19. I am an organized person.	_____
20. It is natural for me to keep my work area neat and organized.	_____
21. I am good at maintaining systems for organizing my work.	_____
YOUR TOTAL SCORE:	_____

Strongly disagree	1	Tend to agree	5
Disagree	2	Agree	6
Tend to disagree	3	Strongly agree	7
Neutral	4		

Item	Your score
22. At the end of the day, I've usually finished what I set out to do.	_____
23. I am good at estimating how long it takes to do something.	_____
24. I am usually on time for appointments and activities.	_____
YOUR TOTAL SCORE:	_____
25. I take unexpected events in stride.	_____
26. I easily adjust to changes in plans and priorities.	_____
27. I consider myself to be flexible and adaptive to change.	_____
YOUR TOTAL SCORE:	_____
28. I routinely evaluate my performance and devise methods for personal improvement.	_____
29. I am able to step back from a situation in order to make objective decisions.	_____
30. I "read" situations well and can adjust my behavior based on the reactions of others.	_____
YOUR TOTAL SCORE:	_____
31. I think of myself as being driven to meet my goals.	_____
32. I easily give up immediate pleasures to work on long-term goals.	_____
33. I believe in setting and achieving high levels of performance.	_____
YOUR TOTAL SCORE:	_____
34. I enjoy working in a highly demanding, fast-paced environment.	_____
35. A certain amount of pressure helps me to perform at my best.	_____
36. Jobs that include a fair degree of unpredictability appeal to me.	_____
YOUR TOTAL SCORE:	_____

KEY

Items	Executive Skill	Items	Executive Skill
1 - 3	Response Inhibition	4 - 6	Working Memory
7 - 9	Emotional Control	10 - 12	Task Initiation
13 - 15	Sustained Attention	16 - 18	Planning/Prioritization
19 - 21	Organization	22 - 24	Time Management
25 - 27	Flexibility	28 - 30	Metacognition
31 - 33	Goal-Directed Persistence	34-36	Stress tolerance

Strongest Skills

Weakest Skills

Executive Skill Definitions

- **Response Inhibition**: The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it. In the young child, waiting for a short period without being disruptive is an example of response inhibition while in the adolescent it would be demonstrated by accepting a referee’s call without an argument.
- **Working Memory**: The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future. A young child, for example can hold in mind and follow 1-2 step directions while the middle school child can remember the expectations of multiple teachers.
- **Emotional Control**: The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior. A young child with this skill is able to recover from a disappointment in a short time. A teenager is able to manage the anxiety of a game or test and still perform.
- **Flexibility**: The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions. A young child can adjust to a change in plans without major distress. A high school student can accept an alternative such as a different job when the first choice is not available.
- **Sustained Attention**: The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom. Completing a 5-minute chore with occasional supervision is an example of sustained attention in the younger child. The teenager is able to attend to homework, with short breaks, for one to two hours.
- **Task Initiation**: The ability to begin projects without undue procrastination, in an efficient or timely fashion. A young child is able to start a chore or assignment right after instructions are given. A high school student does not wait until the last minute to begin a project.
- **Planning/Prioritization**: The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what’s important to focus on and what’s not important. A young child, with coaching, can think of options to settle a peer conflict. A teenager can formulate a plan to get a job.
- **Organization**: The ability to create and maintain systems to keep track of information or materials. A young child can, with a reminder, put toys in a designated place. An adolescent can organize and locate sports equipment.
- **Time Management**: The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important. A young child can complete a short job within a time limit set by an adult. A high school student can establish a schedule to meet task deadlines.
- **Goal-directed persistence**: The capacity to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interests. A first grader can complete a job in order to get to recess. A teenager can earn and save money over time to buy something of importance.
- **Metacognition**: The ability to stand back and take a birds-eye view of oneself in a situation. It is an ability to observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, “How am I doing? or How did I do?”). A young child can change behavior in response to feedback from an adult. A teenager can monitor and critique her performance and improve it by observing others who are more skilled.
- **Stress Tolerance**: the ability to thrive in stressful situations and to cope with uncertainty, change, and performance demands.

Intervention Planning Form

<p>Student Strengths: Identify a few of the student’s strengths or positive traits, particularly noting any executive skill strengths the student may have.</p>	
<p>Problem Description: Which problem behavior should be targeted?</p>	
<p>Executive Skill(s): What skills do you think might be involved?</p>	
<p>Setting: Where, when, or under what circumstances does the behavior usually occur?</p>	
<p>Where to Start—If you could select one setting or activity or change one small part of the student’s behavior that would lead you to say, “This is better,” what would that be?</p>	
<p>Goal Statement 1</p>	<p>Outcome goal: As a result of this intervention, student will: _____ _____</p>
<p>Possible Strategies student might use. Think about environmental modifications, cues, visual imagery, checklists, smart phone apps, self-talk, mental rehearsal, etc. Examples of environmental modifications:</p> <ul style="list-style-type: none"> • Change physical or social environment (e.g., add physical barriers, reduce distractions, provide organizational structures, visual cues, etc.) • Modify the task (e.g., make shorter, build in breaks, give something to look forward to, create a schedule, build in choice, make the task more fun, etc.) • Change the way adults interact with the student (e.g., rehearsal, prompts, reminders, coaching, praise, debriefing, feedback) 	
<p>Possible Motivator—What would help the student more likely to try? Can you use a simple reward system? Alternate between preferred and non-preferred activities? Have student identify something to look forward to doing when the task (or a piece of the task) is done Other ideas?</p>	

Goal Statement 2	Process goal: Student will use the following strategy to achieve outcome goal: _____ _____ _____
Visual to Show Progress —What visual feedback can you give the student so he/she can clearly see that progress is being made? Graph? Checklist? Behavior counts? Tracking grades on tests? Other ideas?	

Environmental Modifications and Teaching Strategies for Specific Executive Skills

Executive Skill	Environmental Modification	Teaching Strategy
Response Inhibition	<ul style="list-style-type: none"> • Increase external controls • Restrict access • Post home or classroom rules and review regularly • Wristband reminder (e.g., to raise hand to talk) • Talking stick (cue to talk) • Sticky notes to write something down rather than interrupting • Use a nonsense word to cue self-control 	<ul style="list-style-type: none"> • Prompt the child (external to internal) • Teach wait/stop • Teach delayed gratification (apps: Token Board) • Discourage “multi-tasking”—e.g., build in technology breaks rather than having kids combine homework with technology use
Working Memory	<p>Principle of “off-loading”</p> <ul style="list-style-type: none"> • Agenda books/calendars • To do lists (paper, white board to post prominently) • Electronic devices & apps (Wunderlist, Nudge, BugMe!) • Colored wristbands to remind students of homework assignments • Post-it reminders • Laminated lists (e.g., by door at home) to remind kids what they need to take with them • Checklists • Have student repeat info or directions • Break instructions into small pieces; feed one at a time 	<ul style="list-style-type: none"> • Directions/Past experience (prompt them to access it) • Generate options for reminders and have them choose (or elicit options from student) • Mentally rehearse association between cue and working memory <p>Off-loading: This refers to the idea that the brain doesn’t have to work as hard when you can find a way to “off-load” some of the tasks we’re asking it to do. Examples: the brain doesn’t have to allot space to remembering homework assignments when we write them down. It doesn’t have to work at remembering something we have to do after school if we build an alarm into our smart phone to remind us...</p>
Emotional Control	<ul style="list-style-type: none"> • Reduce or eliminate triggers • Give child a script to follow • Remove child from problem situation • Have a “cooling off” space • Prepare student by asking them to predict what will happen/how they will handle it • Review expectations in advance • Teach students to label emotions • Teach kids: “respond don’t react” 	<ul style="list-style-type: none"> • Teach kids to recognize situations or early signs • Graded exposure/guided mastery • Teach coping strategy • Rehearse the strategy repeatedly until it is internalized • Use Hard Times Board • Teach mindfulness meditation (http://thehawnfoundation.org/mindup/)

Executive Skill	Environmental Modification	Teaching Strategy
Flexibility	<p>General rule: Limit flexibility demand</p> <ul style="list-style-type: none"> • Reduce novelty • Highlight similarities • Provide a template • Put in place a default strategy • Turn open-ended tasks into closed-ended tasks • Make steps more explicit • “Normalize” errors • Preview changes in schedule • Give kids “controlled choice” • Praise kids for being flexible • Use language to show case flexibility (stuck/unstuck; big deal/little deal; Plan B) 	<p>Increase support</p> <ul style="list-style-type: none"> • Present expectations • Walk them through the task • Give plans or rules for managing situations • Think aloud <p>Teach error factor</p> <p>Social stories to teach flexibility</p> <p>Change tolerance by gradual exposure</p> <ul style="list-style-type: none"> • Introduce change (lightning bolt-preferred to non-preferred) • Introduce new situations
Sustained Attention	<ul style="list-style-type: none"> • Reduce distractions (seating arrangements, white noise) • Prompt to attend (look, listen, respond) • Modify/limit task length or demand (end in sight) • Clear beginning/end • Build in variety/choice • Choose best time of day • Immediately reinforce (pay attention to them <i>while they’re paying attention</i>) • Use sand timers and/or fidget toys such as stress balls • Flexible seating/U-shaped seating • Wiggle cushions/study carrels; dead headphones; listen to iPod; quiet desk/noisy desk/stand up desk; theraband on front two legs of chair to allow movement • App: Lickety Split, Chore Monster, iRewardChart, Motivaider, Chore Pad HD, Forest 	<ul style="list-style-type: none"> • Have the child identify something to look forward to doing after work is done • Teach mindfulness meditation • Teach to track time on task using index card or sticky note • “Whole Body Listening Larry” • Use “Personal Bests”

Executive Skill	Environmental Modification	Teaching Strategy
Task Initiation	<ul style="list-style-type: none"> • Provide cues/prompts • Reduce perceived effort/task demand • Walk through first step—build behavioral momentum • Make help readily available—Help card to signal to teacher student needs help • Cut worksheets into smaller strips • Time how long it takes student (or whole class) to get started—challenge to beat yesterday’s time • Establish set time to do non-preferred tasks • Apps: Lickety Split, Good Habit Maker, FTVS (First Then Visual Schedule), Chore Pad HD, ChoreMonster 	<ul style="list-style-type: none"> • Have the child select cueing system • Help the child limit initial demand • Help the child select reinforcer • Help the child make a plan for doing the task and include the start time • Figure out what’s preventing them from getting started and design an appropriate strategy (perfectionism vs. too hard vs. too effortful)
Planning/Prioritization	<ul style="list-style-type: none"> • Demonstrate what a plan is • Help child design a plan/template • Provide planning tools (calendar, agenda book, apps – e.g., Choiceworks, CanPlan) • Break task down with a visual (e.g., dividing reading assignment into pages per day) • Use “snooze alarm” on phone to break down a large task into smaller pieces 	<ul style="list-style-type: none"> • Walk through the planning process (use a template) • Have them apply plan to a simple task and gradually prompt to do more of the planning themselves • Ask questions to get child to prioritize (What do you need? What should you do first?)
Organization	<ul style="list-style-type: none"> • Demonstrate principle of off-loading with example from their lives • Work with them to create scheme, template or picture/photograph • Show organizational tools and have them try them out (e.g., Inspiration) • Structure the environment to promote organization • Limit what is allowed on the desktop 	<ul style="list-style-type: none"> • Help them walk through the process. Have them motorically practice it (a long-term process, requiring that they put a system in place that’s monitored, initially on a daily basis). • Give them choices of organizational systems and have them choose/modify the one they like best. • Model organizational strategies throughout the school day • Ask students to evaluate current systems and challenge them to improve them.

Executive Skill	Environmental Modification	Teaching Strategy
Time Management	<ul style="list-style-type: none"> • Make schedules and time limits explicit • Work with kids to make a schedule to follow and prompt each step of the way <ul style="list-style-type: none"> ○ Picture schedules ○ Clocks, alarms ○ Tablet/phone apps (Choiceworks, Pomodoro); google calendar (with reminders) ○ Timers (app: Sand Timer; www.timetimer.com) 	<ul style="list-style-type: none"> • Show them ways to mark time and let them practice. • Practice estimating how long it takes to do something. • Help them to follow schedules (daily events to homework plans). • Build in mid-point check-in to encourage self-assessment of pacing
Goal-Directed Persistence	<ul style="list-style-type: none"> • Establish goals with kids • Reward kids for persistence (sticking with difficult tasks)—use verbal reinforcers as much as possible • Make sure the goal or benchmark is in sight—post it visually • Apps: Token Board • Two jars to show progress • Use charts with stickers 	<ul style="list-style-type: none"> • Point out to kids how they already set goals but they may not know what they are. Define goals as something that people want to get better at or to change. • Ask kids to set small, achievable goals, or a goal for something they want to do outside of school or set class goals. • Help kids track progress toward goal
Metacognition	<ul style="list-style-type: none"> • Specify what is to be evaluated and how (goal or objective) • Evaluate performance for the student • Provide sample to match or error-monitoring checklist • Embed metacognitive questions into instruction/conversations—build in wait time 	<ul style="list-style-type: none"> • Help child decide on how performance will be evaluated • Have the child evaluate her performance • Model thinking aloud to solve problems • Use different strategies—ask kids to evaluate which worked best • Compare evaluations • Teach students to ask questions <ul style="list-style-type: none"> ○ What’s my problem? ○ What’s my plan? ○ Am I following I my plan? ○ How did I do?

Sample Questions/Statements to Promote Executive Skill Development
Adapted from: Executive Skills in Children and Adolescence: A Practical Guide to Assessment and Intervention (2011)

Executive Skill	Question/Statement/Prompt
Response inhibition	<ul style="list-style-type: none"> • What can you do to keep from losing your cool on the playground? • What can you tell yourself while you're in line to keep from touching the child in front of you? • Is there something we can give you to hold to help you remember to raise your hand before speaking? • Good job keeping your hands to yourself during circle time today!
Working memory	<ul style="list-style-type: none"> • What are some ways you could remember everything you have to bring home at the end of the day? • You seem to have trouble remembering to put your homework in your backpack after you've finished it. What's something you could do to help you remember to do that? • Can you think of a reminder that might work for you? • You remembered! What helped you do that?
Emotional control	<ul style="list-style-type: none"> • We've had some problems with fights and arguments on the playground. What are some ways you can handle this that solve the problem and keep kids out of trouble? • Getting nervous during tests can make it hard to remember what you studied. Would you like me to help you practice a relaxation strategy? • You did a nice job of controlling your temper at lunch today. What helped you do that?
Flexibility	<ul style="list-style-type: none"> • Tell me three things you can do if you start your math homework and realize you can't remember exactly how to do the assignment. • Coming up with ideas is hard for you! Let's write down everything you know about _____ and then we'll figure out how to turn it into an essay. • You got stuck and didn't get upset. What did you do to get unstuck?
Sustained attention	<ul style="list-style-type: none"> • Sometimes it's hard to keep working on your homework until it's done. What are some ways you could motivate yourself to keep working? • A lot of you talk about how hard it is to stay focused on your classwork because of distractions. Let's make a list of distractions and then brainstorm ways to manage them better. • You finished your math page in record time and you only made one mistake! Great job paying attention!

Executive Skill	Question/Statement/Prompt
Task Initiation	<ul style="list-style-type: none"> • It's hard to get started on homework because there are so many other fun things to do at home. Let's think about ways to get ourselves to get the homework out of the way first. • I like the way you jumped right into your writing assignment. That's been hard for you to do. • Let's make a list of what you have to do for homework and decide when you'll start each task.
Planning/prioritization	<ul style="list-style-type: none"> • You've got 3 things you have to do for homework tonight. What's your plan? • Wow! You followed your plan. Did it help to think about the steps before you started? • Can you think of any time you use planning for something you want to do (examples: saving money for something, playing a video game like Mine Craft). What happens if you don't plan well?
Organization	<ul style="list-style-type: none"> • We're going to spend the last 20 minutes of the day cleaning out our desks. Let's make a list of the steps we have to go through to do this. • Hmm. I bet if we set up a system for keeping your papers organized, it would take less time to find things. Can we work on this together? • I like the way you put that homework assignment in the right folder. That means you won't forget it, and you'll know right where it is when it's time to start your homework.
Time management	<ul style="list-style-type: none"> • How long do you think it will take you to finish your spelling homework tonight? Write down your guess and then see if you're right. • Let's talk about how you manage your time at home to fit in all your homework. Let's make lists of "have-tos" and "want-tos" and then decide how much time we can spend on each group.
Goal-directed persistence	<ul style="list-style-type: none"> • I like the way you stuck with that math problem even though it frustrated you. • Were you able to stick with your homework last night even though there were other things you'd rather be doing? • Tell me about a time you wanted to do something that was hard for you and you stuck with it.
Metacognition	<ul style="list-style-type: none"> • Good question. How you could find the answer? • Nice job on that math problem. Tell me how you figured out the answer. • How do you plan on studying for your social studies test?

References

Research articles

- Barker, J.E., Semenov, A.D., Michaelson, L., Provan, L.S., Snyder, H.R., & Munakato, Y. (2014). Less-structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*. <http://doi:10.3389/fpsyg.2014.00593>.
- Bennike, I.H., Wieghorst, A. & Kirk U. J. (2017). Online-based mindfulness training reduces behavioral markers of mind wandering. *Journal of Cognitive Enhancement* doi:10.1007/s41465-017-0020-9.
- Duckworth, A.L. & Yeager, D.S. (2015). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher*, 44 (4), 237–251. DOI: 10.3102/0013189X1558432.
- Halin, N., Marsh, J.E., Hellman, A., Hellstrom, I., Sorqvist, P. (2014). A shield against distraction. *Journal of Applied Research in Memory and Cognition*, 3, 31–36.
- Hubble K, Bowen KL, Moore SC, van Goozen SHM (2015). Improving negative emotion recognition in young offenders reduces subsequent crime. *PLoS ONE* 10(6): e0132035. doi:10.1371/journal.pone.0132035.
- Immordino-Yang, M.H. (2016). *Emotions, learning, and the brain: Exploring the educational implications of affective neuroscience*. New York: W.W. Norton & Company, Inc.
- Jacob, R., & Parkinson, J. (2015). The potential for school-based interventions that target executive function to improve academic achievement: A review. *Review of Educational Research Month 201X, Vol. XX, No. X, pp. 1–41 DOI: 10.3102/0034654314561338 © 2015 AERA. <http://rer.aera.net>*
- Dunlap, G., Kern-Dunlap, L., Clarke, S, & Robbins, F.R. (1991). Functional assessment, curricular revision, and severe behavior problems. *Journal of Applied Behavioral Analysis*, 24, 387-397.
- Jacobson, L. A., Williford, A. P., & Pianta, R. C. (2011). The role of executive function in children's competent adjustment to middle school. *Child Neuropsychology*, 17, 255-208.
- Margolis, H., & McCabe, P.P. (2004). Resolving struggling readers' homework difficulties: A social cognitive perspective. *Reading Psychology*, 25, 225-260
- Merriman, D.E. & Coddling, R. S. (2008). The effects of coaching on mathematics homework completion and accuracy of high school students with ADHD. *Journal of Behavioral Education*, 17, 339-355.
- Morgan, P.L., Farkas, G., Wang, Y., Hillemeier, M.M., Oh, Y., Maczuga, S. (2019). Executive function deficits in kindergarten predict repeated academic difficulties across elementary school. *Early Childhood Research Quarterly*, 46 (1), 20-32.
- Palminteri S, Kilford EJ, Coricelli G, Blakemore S-J (2016). The computational development of reinforcement learning during adolescence. *PLoS Computational Biology*, 12(6): e1004953. doi:10.1371/journal.pcbi.1004953.
- Paniagua, F. A. (1992). Verbal-nonverbal correspondence raining with ADHD Children. *Behavior Modification*, 16, 226-252.
- Plumer, P.J. & Stoner, G. (2005). The relative effects of classwide peer tutoring and peer coaching on the positive social behaviors of children with ADHD. *Journal of Attention Disorders*, 9, 290-300.

- Risley, T. R., & Hart, B. (1968). Developing correspondence between the nonverbal and verbal behavior of preschool children. *Journal of Applied Behavioral Analysis, 1*, 267-281.
- Sarrasin, J.B., Nenciovici, L., Foisy, L.B., Allaire-Duquette, G., Riopel, M. & Masson, S. (2018). Effects of teaching the concept of neuroplasticity to induce a growth mindset on motivation, achievement, and brain activity: A meta-analysis. *Trends in Neuroscience and Education, 12*, 22–31.

Books on Executive Skills

- Anderson, V.A., Jacobs, P., & Anderson, P. (Eds.). (2008). *Executive functions and the frontal lobes: A lifespan perspective*. New York: Taylor & Francis.
- Cooper-Kahn, J. & Foster, M. (2013). *Boosting executive skills in the classroom: A practical guide for educators*. San Francisco: Jossey-Bass.
- Cooper-Kahn, J. & Foster, M. (2013). *Late, lost, and unprepared*. Bethesda, MD: Woodbine House.
- Dawson, P. & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and intervention*. 3rd Edition. New York: The Guilford Press.
- Dawson, P. & Guare, R. (2012). *Coaching students with executive skills deficits*. New York: The Guilford Press.
- Dawson, P. & Guare, R. (2009). *Smart but scattered: The revolutionary "executive skills" approach to helping kids reach their potential*. New York: The Guilford Press.
- Guare, R., Dawson, P., & Guare, C. (2012). *Smart but scattered teens*. New York: The Guilford Press
- Guare, R., Guare, C., & Dawson, P. (2019). *Smart but scattered—and stalled: 10 steps to help young adults use their executive skills to set goals, make a plan, and successfully leave the nest*. New York: The Guilford Press.
- Kaufman, C. (2010). *Executive functions in the classroom*. Baltimore, MD: Paul H. Brookes
- Meltzer, L. (2010). *Promoting executive function in the classroom*.
- McCloskey, G., Perkins, L. A., & Van Divner, B. (2009). *Assessment and intervention for executive function difficulties*. New York: Taylor & Francis Group

Resources for Educators

- Bodrova, E. & Leong, D. J. (2007). *Tools of the mind: The Vygotskian approach to early childhood education*. Upper Saddle River, NJ: Pearson.
- Cartwright, K. (2015). *Executive skills and reading comprehension*. New York: The Guilford Press.
- Grove, T., Glasser, H., & Block, M. L. (2007). *The inner wealth initiative*. Tucson AZ: Nurtured Heart Publications.
- Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Baltimore: Paul H. Brookes.
- Herman, K. C., Reinke, W. M., Frey, A. J., & Shepard, St. A. (2014). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*. New York: Springer
- McGlaufflin, H. (2018). *Calm and Alert*. Eau Claire, WI: PESI.

Resources for Therapists

- Feigel, T. (2007). *The pocket coach for parents*. Edina, MN: Beaver's Pond Press.

Glasser, H. & Easely, J. (1999). *Transforming the difficult child*. Tucson, AZ: Nurtured Heart Pubs.

Huebner, D. (2007). *What to do when you grumble too much*. Washington, D.C.: Magination Press. Other books by the same author: *What to do when you worry too much*, *What to do when your brain gets stuck*, *What to do when your temper flares*.

Sibley, Margaret H. (2016). *Parent-Teen Therapy for Executive Function Deficits and ADHD*. New York: The Guilford Press.

Wilson, E & Lyons, L. (2013). *Anxious kids, anxious parents: 7 ways to stop the worry cycle and raise courageous and independent children*. Deerfield Beach, FL: Health Communications, Inc.

Autism Spectrum Disorder Materials

Buron, K. D. & Curtis, M. B. (2012). *The incredible 5-point scale, 2nd Edition*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Cannon, L., Kenworthy, L., Alexander, K., Wernere, M., & Anthony, L. *Unstuck and on Target: An executive function curriculum to improve flexibility, planning, and organization*. (2018). Baltimore: Paul H. Brookes.

Kenworthy, L., Anthony, L.G., Alexander, K. C., Werner, M. A., Cannon, L., & Greenman, L. (2014). *Solving executive function challenges*. Baltimore: Paul H. Brookes.

McClannahan, L. E. & Krantz, P. J. (2010). *Activity schedules for children with autism: Teaching independent behavior*. Bethesda, MD: Woodbine House.

Miscellaneous

Coyle, D. (2009). *The talent code*. New York: Bantam Books

Delman, M. (2018). *Your Kid's Gonna Be Okay*. Boston: Beyond Book Smart

Dweck, C. (2006). *Mindset: The New Psychology of Success*. New York: Ballentine Books

Gawande, A. (2009). *The Checklist Manifesto*. New York: Metropolitan Books

Maurer, R. (2014). *One Small Step Can Change Your Life: The Kaizen Way*. New York: Workman Publishing

Nigg, J. T. (2017). *Getting ahead of ADHD*. New York: The Guilford Press

Snell, E. & Kabat-Zinn, M. (2013). *Sitting still like a frog*. Boston, MA: Shambhala Publications, Inc.

Stixrud, W. & Johnson, N. (2018). *The self-driven child*. New York: Penguin Random House.

Resources for Developing Class Lessons on Executive Skills

Deak, J. & Ackerley, S. (2010). *Your fantastic elastic brain*. Naperville, IL: Little Pickle Press.

Feinstein, S. G. (2009). *Secrets of the teenage brain*.

Hanson, S. (2013). *The executive function workbook for teens*. Oakland CA: New Harbinger Press.

Kulman, R. (2011). *Train your brain for success: A teenager's guide to executive functions*. Plantation FL: Specialty Press.

Kruger, S. (2013). *SOAR study skills: A simple and efficient system for earning better grades in less time*. Grand Blanc, MI: Grand Lighthouse Publishing

Langberg, J. (2011). *Homework, Organization, and Planning (HOPS) Skills*. Bethesda, MD: National Association of School Psychologists

Moss, S. & Schwartz, L. (2007). *Where's my stuff: The ultimate teen organizing guide*. San Francisco, CA: Zest Books.

Mullin, M. & Fried, K. (2013). *Executive functioning workbook*. K&M Center. Santa Monica: CA.
Steinberg, L. (2014). *The age of opportunity: Lessons from the new science of adolescence*.
Boston: Houghton Mifflin Harcourt.

Helpful Websites

<http://smartbutscatteredkids.com>

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/>

<http://www.efintheclassroom.net>

<https://drive.google.com/drive/folders/0B4kId0327ZdNk44eDdCS24yckE>
(Bedford ES materials)

<http://www.brainfacts.org>

<http://efs2therescue.ca>

<http://www.dana.org>

<http://activatedlearning.org>

http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html?_r=0

<http://learningworksforkids.com>

<https://www.gonoodle.com>

<http://www.toolsofthemind.org>

Smart but Scattered: Helping Children and Adolescents with Executive Dysfunction at Home and at School

Peg Dawson, Ed.D.

dawson.peg@gmail.com

smartbutscatteredkids.com

Center for Learning and Attention Disorders
Portsmouth, New Hampshire

Introduction to the Field

- Not a lot of consensus
 - The name: executive functions vs. executive skills
 - How many skills we're talking about: range = 1 – 40
 - What the specific skills are

3 Key Concepts about Executive Skills

- What they are: brain-based skills that take a minimum of 25 years to reach full maturation.
- Until these skills are fully mature, it's the job of parents and teachers (and adults who work with kids) to act as surrogate frontal lobes.
- It is also the job of parents, teachers, etc. to ensure that kids grow their own executive skills.

Executive Skills that Underlie School Success

Foundational Skills

- Response Inhibition
- Working Memory
- Emotional Control
- Flexibility
- Sustained Attention
- Task Initiation

Advanced Skills

- Planning/Prioritizing
- Organization
- Time Management
- Goal-Directed Persistence
- Metacognition

Executive Skills: Definitions

- **Response Inhibition:** The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it.
- <https://www.youtube.com/watch?v=9PnbKL3wuH4>



Your source for the latest research news

Cookie Monster teaches self-control

Date: November 13, 2014

Source: University of Iowa

Who would have thought a Sesame Street video starring the Cookie Monster, of all characters, could teach preschoolers self-control?

But that's exactly what Deborah Linebarger, an associate professor in the University of Iowa College of Education's Department of Teaching and Learning, found when she studied a group of preschoolers who watched videos of Cookie Monster practicing ways to control his desire to eat a bowl of chocolate chip cookies.

"We want it," Cookie Monster sings in one video. "But not now."

In fact, preschoolers who viewed the Cookie Monster video were able to wait four minutes longer than their peers who watched an unrelated Sesame Street video. They were also better able to control the impulse to shout out character names and to remember and repeat back longer number sequences.

Linebarger says learning to master these executive functioning skills are critical to school readiness.

"A formal school situation requires that children control impulses, follow directions, transit smoothly between activities, and focus on relevant task information," she says. "These skills also predict other academic skills including reading, math, and science."

Linebarger presented the findings of her study Nov. 10 during the London International Conference on Education. The results of the study, which was funded by a grant from the Sesame Workshop, the nonprofit behind the Sesame Street television program, have not yet been published.

The study involved 59 preschool children who were recruited from six child-care centers in and around a small city in the Midwest. The study involved a new curriculum developed by Sesame Street that features Cookie Monster and is designed to teach preschoolers executive function skills such as self-control, working memory and switching gears between activities.

"These are the nonacademic skills that help make a child successful at school," Linebarger says. "They help children manage their behavior, sit still and pay attention."

The children in Linebarger's study were first shown one of two five-minute videos: Cookie Monster being taught to listen, remember and control his desire to eat cookies, or Murray being led through a series of clues to figure out where he and Little Lamb were going to visit. After that, the children were given DVDs to view at home for three weeks which followed the same storyline as the first video they watched.

Kindergarten teachers report that more than half of children entering school suffer deficits in these areas.

What working memory looks like
in a 15-year old--
and what impact it has on parents



One working memory strategy...



Supports for students with weak
working memory



Executive Skills: Definitions

- **Response Inhibition:** The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it.
- **Working Memory:** The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.
- **Emotional Control:** The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.

ScienceDaily
Your source for the latest research news

Fighting parents hurt children's ability to recognize and regulate emotions

Date: September 17, 2014
Source: New York University

Exposure to verbal and physical aggression between parents may hurt a child's ability to identify and control emotions, according to a longitudinal study led by NYU's Steinhardt School of Culture, Education, and Human Development.

The findings, which appear in the journal *Development and Psychopathology*, also suggest that household chaos and prolonged periods of poverty during early childhood may take a substantial toll on the emotional adjustment of young children.

"Our study points to ways in which aggression between parents may potentially shape children's emotional adjustment," says C. Cybele Raver, professor of applied psychology at NYU Steinhardt and the study's lead author. "Arguing and fighting is psychologically stressful for the adults caught in conflict; this study demonstrates the costs of that conflict for children in the household as well."




Exposure to verbal and physical aggression between parents may hurt a child's ability to identify and control emotions. (stock image)

Credit: © dable.d / Fotolia


Executive Skills: Definitions

- **Flexibility:** The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.
- **Sustained Attention:** The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.

ADHD KIDS

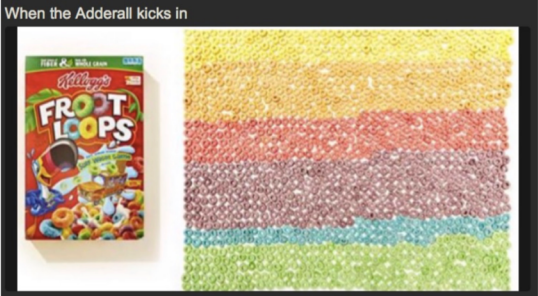


What teachers think we do.



What society th

When the Adderall kicks in



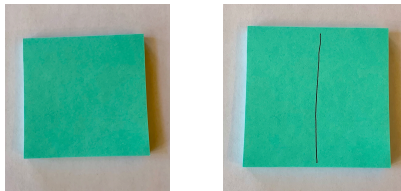
Executive Skills: Definitions

- **Flexibility:** The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.
- **Sustained Attention:** The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.

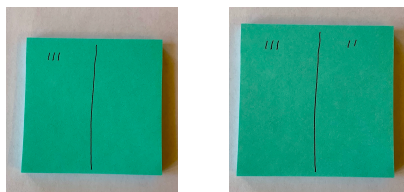
Attention Self-Monitoring



Attention Self-Monitoring



Attention Self-Monitoring



Executive Skills: Definitions

- **Flexibility:** The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.
- **Sustained Attention:** The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.
- **Task Initiation:** The ability to begin projects without undue procrastination, in an efficient or timely fashion.

What's Getting in the Way of Getting it Done?

Task: _____ Date: _____

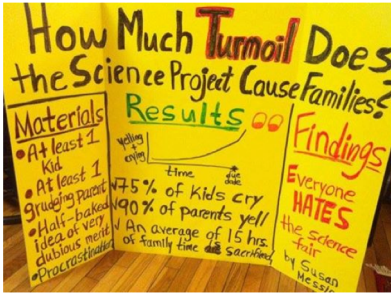
DIRECTIONS: Check off all that apply and see if you can come up with a strategy to overcome each obstacle.

<input type="checkbox"/>	Obstacle	Strategy
<input type="checkbox"/>	I don't understand the assignment.	
<input type="checkbox"/>	I can't think of how to start the assignment.	
<input type="checkbox"/>	I could probably do the assignment but it will take a lot of work and just the thought of that hurts my brain.	
<input type="checkbox"/>	The task is way too boring for me even to contemplate doing it.	
<input type="checkbox"/>	This assignment is pointless. I would get nothing out of doing it.	
<input type="checkbox"/>	The conditions for working aren't perfect—when they are, I'll get started.	
<input type="checkbox"/>	I have way too many things to do and don't know how to prioritize my time.	
<input type="checkbox"/>	It's going to take way too long and I don't want to commit that amount of time.	
<input type="checkbox"/>	There are other things I'd rather be doing that are more fun or more important to me.	
<input type="checkbox"/>	Wait, what assignment? When I leave school at the end of the day I put school behind me (i.e., the ones that remind me to do schoolwork are missing).	
<input type="checkbox"/>	The assignment isn't going to affect my grade so why bother?	
<input type="checkbox"/>	Perfectionism—I'm not going to start because I know I won't be able to do work that meets my (impossible) high standard.	
<input type="checkbox"/>	I'm stressed out about other things (either internal or external) and can't focus because of these preoccupations. I'd do better if I wait until my life calms down.	
<input type="checkbox"/>	I'm too tired. I don't have the energy to do this now.	
<input type="checkbox"/>	I don't want to do this because if I accomplish this, I'm scared of what comes next.	
<input type="checkbox"/>	OTHER:	

Executive Skills: Definitions

- **Flexibility:** The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.
- **Sustained Attention:** The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.
- **Task Initiation:** The ability to begin projects without undue procrastination, in an efficient or timely fashion.
- **Planning/Prioritization:** The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what's important to focus on and what's not important.

Planning is a skill that takes time to develop



Executive Skills: Definitions

- **Organization:** The ability to create and maintain systems to keep track of information or materials.
- **Time Management:** The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.

Assignment Name: _____ Due Date: May 2, 2018
(6 writing blocks)

What do I need to do?	How long do I think it will take?	Check when done.	How long did it take?
Step 1 Decide your position (for or against being a Loyalist)	7.5 minutes		
Step 2 Plan (complete your organizer)	60 minutes (1.5 writing classes)		
Step 3 Write your introduction	20 minutes		
Step 4 Body Paragraphs (3-2 argument/1 counter-argument)	80 minutes		
Step 5 Conclusion	20 minutes		
Step 6 Edit (peer edit/self-edit) and make corrections	40 minutes		
Step 7 Print and turn in	5 minutes		

Developed by Lisa Berthiaume!

Executive Skills: Definitions

- **Organization:** The ability to create and maintain systems to keep track of information or materials.
- **Time Management:** The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.
- **Goal-directed persistence:** The capacity to have a goal, follow through to the completion of the goal and not be put off or distracted by competing interests.

Classroom example: Focusing on goal-directed persistence

One teacher's experience with a challenging class:

- This class had multiple failures at the end of Semester 1, the lowest percentage of work turned in, and was consistently 1 day behind my other 5 classes. This class was off task constantly and my other class management strategies that work beautifully with everyone else completely fail for this group of students.
- Before you introduced me to goal-directed persistence, I was having a conversation with a team member on what to do with this class and that I had to do something, but didn't know what. I felt like a lost puppy thirsty for water while walking in the desert.

- It has now been 9 weeks since you introduced me to the idea of goal-directed persistence. The results I have seen in this class are phenomenal. They are now the most on-task class with the highest percentage work completion rate and 90% of the students consistently come to class prepared. For Quarter 3, I had no failing grades in this class and 85% of that class achieved their grade goal on their summative.
- Some of the things I am doing consistently to keep them aware of their behaviors and how they impact reaching or not reaching their goal, is I have them write their grade goal on their desk with dry erase marker. It serves as a consistent reminder throughout our 1 hour 35 minute class period of what choices they need to make to achieve their goals. We also talk about things that could hinder them from reaching their goal and how they can overcome those things. This has made a difference for these students; not only their learning environment, but their confidence in their own ability to succeed!

~Sandy Moldonado
6th grade teacher, Imagine International Academy of North Texas

End of year follow-up

- Students completed a short end of year reflection and one question I asked them was what learning strategy was the most helpful in achieving their goals, **the response I received the most was writing their grade goal on their desk daily. How fantastic for educators to have a seemingly small task that makes such a positive impact!**

I had 1 out of 22 students fail for this second semester, and it was because he didn't turn in work (he passed the first semester), and I had no repeat failures from the first semester. The first semester I had 4 out of 22 fail my class. **One of my students that received a 50 in the first semester was able to achieve his grade goal of an 87 in second semester!!!! This is one of my students that has ADHD and dyslexia!! He tested at a 3.5 reading level first semester and brought it up to a 5.5 by our last benchmark. Whoo Hoo!!!**

Executive Skills: Definitions

- **Organization:** The ability to create and maintain systems to keep track of information or materials.
- **Time Management:** The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.
- **Goal-directed persistence:** The capacity to have a goal, follow through to the completion of the goal and not be put off or distracted by competing interests.
- **Metacognition:** The ability to stand back and take a birds-eye view of oneself in a situation—to observe how you problem solve. It includes self-monitoring, self-evaluation (e.g., asking yourself, “How am I doing? or How did I do?”).

CORE CONCEPTS IN THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT

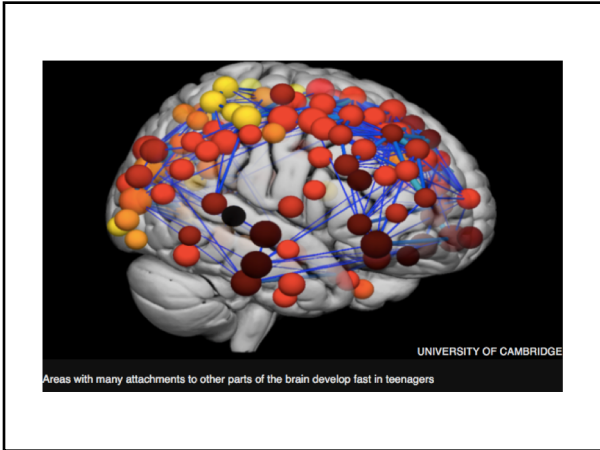
Experience Shapes Brain Architecture by Over-Production of Connections Followed by Pruning



2 Neural proliferation and pruning is a normal, healthy part of brain development: connections that are not used are pruned away. The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood. During the first few years of life, 700 new synapses (neural connections) are formed every second. After a period of rapid proliferation, connections are reduced through a process called pruning, so that brain circuits can become more efficient. Early experiences affect the nature and quality of the brain's developing architecture by determining which circuits are reinforced and which are pruned through lack of use. Some people refer to this as "use it or lose it." Graphic Source: Chugani, M. T. Synaptic Density. (Drawing) in R. Shaze, *Rethinking the Brain: New Insights into Early Development* (p. 26). New York: Families and Work Institute, 1997.

www.developingchild.harvard.edu

Center on the Developing Child HARVARD UNIVERSITY



Use Self-Reflections to Encourage Metacognition

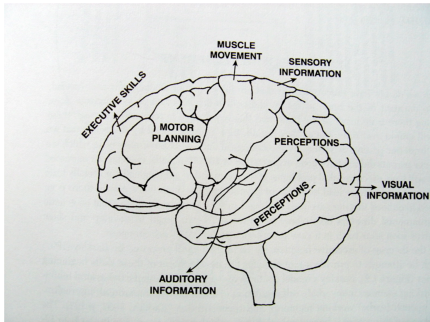
Weekly Sustained Attention Work Report

Week 1:

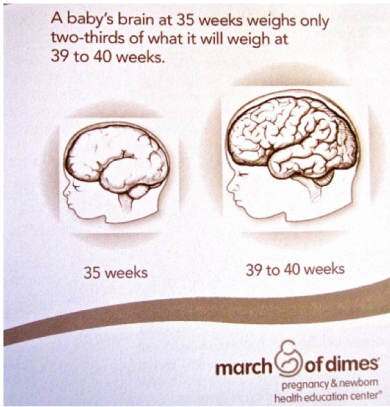
Task:	Effort Rating (1- easiest task, 10- hardest task):	Sustained Attention Rating (1- very distracted, 10- totally focused):
<p>If you were distracted during this task, what could you have done better to maintain focus?</p> <p>If you were totally focused during this task, what did you do or why do you think you were so focused?</p>		



Where in the brain are executive skills located? In the frontal lobes (just behind the forehead)

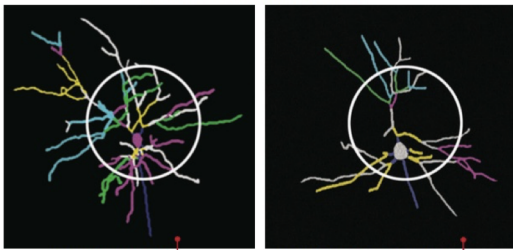


A baby's brain at 35 weeks weighs only two-thirds of what it will weigh at 39 to 40 weeks.



CORE CONCEPTS IN THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT

Toxic Stress Damages Developing Brain Architecture



6 Scientists now know that chronic, unrelenting stress in early childhood, perhaps caused by extreme poverty, neglect, maternal abuse, or severe maternal depression, for example, can be toxic to the developing brain. While positive stress (moderate, short-lived physiological responses to uncomfortable experiences) is an important and necessary aspect of healthy development, toxic stress is the chronic, unrelenting activation of the body's stress management system in the absence of the buffering protection of adult support. This image depicts the structure of neurons in the areas of the brain that are most important for successful learning and behavior in school and the workplace—the hippocampus and prefrontal cortex. The neuron on the right, which has been subjected to toxic stress, clearly displays underdeveloped neural connections, or weaker brain architecture.

www.developingchild.harvard.edu

Center on the Developing Child HARVARD UNIVERSITY

And let's consider ADHD

- Experts maintain that kids with ADHD lag about 30% behind typically developing peers in terms of executive skills.
- Stop and do the math: at your grade level, a student with ADHD is functioning at what age level?
- What's going on in the brains of kids with ADHD that contributes to their problems in school?

Biological underpinnings of ADHD

A study published by the Journal of the American Medical Association (JAMA) has found differences in dopamine processing in the reward pathways in the brains of subjects with ADHD compared to non-ADHD controls. The study focused on the nucleus accumbens (a brain structure involved with reinforcement and reward) and suggests that people with ADHD may release dopamine at a lower rate compared to normal controls or might have a net dopamine deficit.

Biological underpinnings

Because dopamine enhances the level of interest a person attaches to a stimulus, people who release dopamine at a lower rate might find it more difficult to work up the enthusiasm to act on stimuli they don't find naturally appealing.

Implication: students with ADHD find it much more difficult to apply themselves to tasks that are not intrinsically interesting to them.

Ways to Build Movement into the School Day



ScienceDaily

Your source for the latest research news

Brain scans show children with ADHD have faulty off-switch for mind-wandering

Date: January 10, 2011
Source: Wellcome Trust

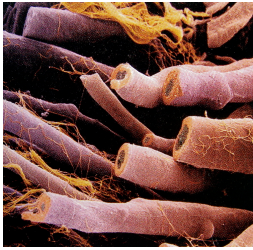
Brain scans of children with attention-deficit/hyperactivity disorder (ADHD) have shown for the first time why people affected by the condition sometimes have such difficulty in concentrating. The study, funded by the Wellcome Trust, may explain why parents often say that their child can maintain concentration when they are doing something that interests them, but struggles with boring tasks.

Using a 'Whac-a-Mole' style game, researchers from the Motivation, Inhibition and Development in ADHD Study (MIDAS) group at the University of Nottingham found evidence that children with ADHD require either much greater incentives – or their usual stimulant medication – to focus on a task. When the incentive was low, the children with ADHD failed to 'switch off' brain regions involved in mind-wandering. When the incentive was high, however, or they were taking their medication, their brain activity was indistinguishable from a typically-developing non-ADHD child.

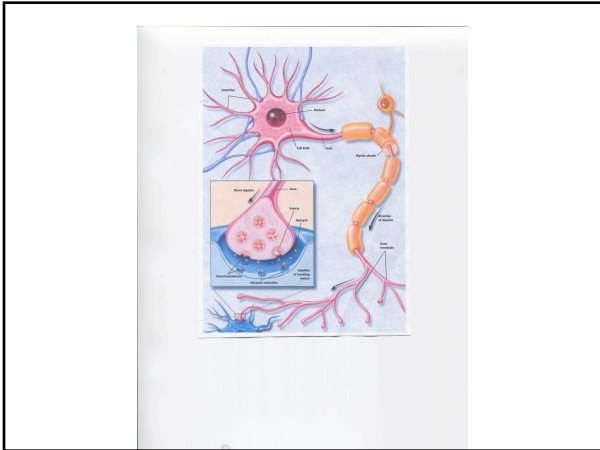
ADHD is the most common mental health disorder in childhood, affecting around one in 50 children in the UK. Children with ADHD are excessively restless, impulsive and distractible, and experience difficulties at home and in school. Although no cure exists for the condition, symptoms can be reduced by medication and/or behavioural therapy. The drug methylphenidate (more often known by the brand name Ritalin) is commonly used to treat the condition.

Previous studies have shown that children with ADHD have difficulty in 'switching-off' the default mode network (DMN) in their brains. This network is usually active when we are doing nothing, giving rise to spontaneous thoughts or 'daydreams', but is suppressed when we are focused on the task before us. In children with ADHD, however, it is thought that the DMN may be insufficiently suppressed on 'boring' tasks that require focused attention.


How do executive skills develop?



Through a process called *myelination*. Myelin acts as insulation, increasing the speed with which nerve impulses are transmitted. The faster the impulse, the better the skill.

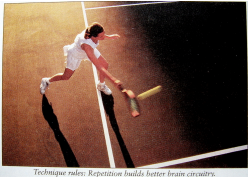


Myelin performs 2 functions



- Increases the speed with which nerve cells fire.
- Decreases the recovery time, enabling the nerve cell to fire again quickly.
- The result: a 3,000 fold increase in the amount of information transmitted per second.

All skills, including executive skills, improve with practice...



The more you practice, the better the skill. Practice also makes the task less effortful.

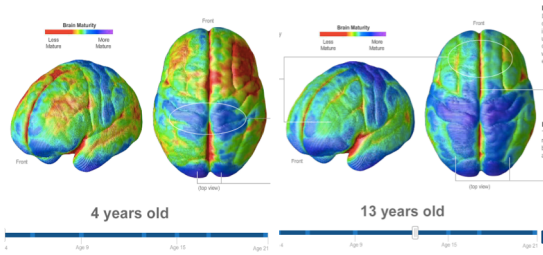
Technique rules: Repetition builds better brain circuits.

Frontal lobes take time to develop...

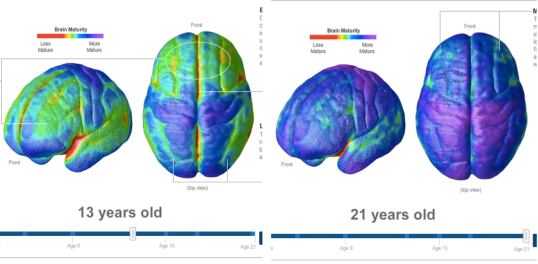


<http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html>

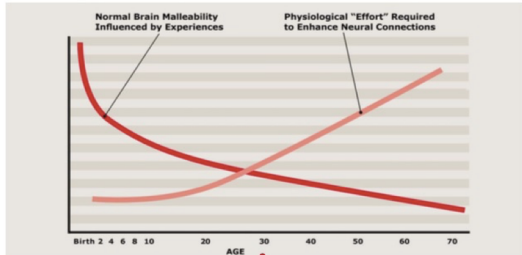
What can the 13-year old brain do?



What can the 13-year old brain do?



The Ability to Change Brains and Behavior Decreases Over Time



7 As the maturing brain becomes more specialized to assume more complex functions, it is less capable of reorganizing and adapting. For example, by the first year, the parts of the brain that differentiate vocal sounds are becoming specialized to the language the baby has been exposed to and are already starting to lose the ability to recognize important sound distinctions found in other languages. As the brain prunes away the circuits that are not used, these that are used become stronger and increasingly difficult to alter over time. Declining plasticity means it's easier and more effective to influence a baby's developing brain architecture than it is to rewrite parts of its circuitry in the adult years. In other words, we can "pay now" by ensuring positive conditions for healthy development, or "pay more later" in the form of costly remediation, health care, mental health services, and increased rates of incarceration. (Graph Source: Dr. Levitt 2009)

www.developingchild.harvard.edu Center on the Developing Child HARVARD UNIVERSITY

ASSESSMENT PROCEDURES

- Parent and teacher interviews
 - Behavior rating scales
 - Formal assessment
- Behavior observations
- Informal assessment

ASSESSMENT OF EXECUTIVE SKILLS

Behavior Rating Scales

- **Child Behavior Checklist/Teacher Report Form.** (ASEBA.org)
- **Behavior Rating Inventory of Executive Function-2 (BRIEF-2).** Available from PAR (parinc.com).
- **ADHD Rating Scales-V.** (guilford.com)
- **Brown ADD/Executive Function Scales.**(pearsonclinical.com)

ASSESSING EXECUTIVE SKILLS

Informal Measures

- Parent interview (look for specific examples of problems in areas likely to be affected by executive skill deficits, including problems with homework, chores, following directions, social interactions, organizational skills, etc.).
- Teacher interviews (again, look for specificity of examples in relevant areas, e.g., following complex directions, task initiation, handling long-term assignments, response to open-ended tasks, social interactions, responses to classroom/school rules, etc.).

Parent Interview

PRESENTING CONCERNS: Possible tests

SCHOOL HISTORY:

Academics—

Behavioral/Social—

Previous events/teacher concerns—

Special Ed or IEP—

How does the child feel about school?

HOME ISSUES:

HOMEWORK/EXECUTIVE SKILLS:

Daily routines (morning, bedtime, etc.)—

Chores—

Mood/behavior/fears/anxieties—

Sleep issues—

Sensory issues (appetite, clothing, stimulation)—

Medical issues—

Siblings—

Friends—

Spare time—

Any organized activities—

Family history of related problems?

Other family issues (conflicts, significant events)—

Previous/current counseling—

Limitations of Formal Assessment

Feature	Executive skill affected
Examiner cues child to begin	Task initiation
Tasks are brief	Sustained attention
Examiner's presence communicates that performance is being monitored	Task initiation, sustained attention, goal-directed persistence
Most standardized tests involve closed-ended tasks (i.e., 1 correct answer)	Flexibility, metacognition

Limitations of Formal Assessment

The most complex cognitive task within any psychologist's repertoire is less complex than real world demands on executive skills, and there is no way of determining with any certainty how well these tests map on to the real world.

Thus, in the parlance of neuropsychologists, *absence of evidence is not evidence of absence.*

Written Expression (continued)
Grades 7-12

16. Prompt B
Most students have an opinion one way or the other about a rule that uniforms should be worn to school. Write a letter to the editor of your school paper stating your position either for or against required school uniforms. Include at least 3 supporting arguments for your position. You can have as long as 15 minutes to write and can use the scratch paper for a rough draft if you wish. You will not be penalized for crossing out and rewriting, but using correct spelling and punctuation is important.

Dear School paper

I think we should not wear uniforms to school. People should be able to wear what they want. It would not be right to tell people they have to wear uniforms. It would not be fair because parents buy clothes for their kids and kids have to wear uniforms. Don't make us wear uniforms.

Sincerely
Mike

Name: M.N.E. Date: 9/21/14 Class: 3

About My Portfolio
 Complete the following statements for each contribution to your Portfolio.

This contribution was done as part of the following assignment:
Paper & Sesson

I chose to include this work in my Portfolio because:
I had a choice

Doing this assignment has helped me:
to be a better person

My favorite part of this assignment was:
I didn't have to give it up

Other comments:

How we used to describe these kids...

Does this pupil have any illness or disability (either physical or mental)? No Yes... please describe:

What concerns you most about this pupil?
That he is lazy and not working to his potential.

Please describe the best things about this pupil:
He is sweet and has a good sense of humor.

A better way...

<p>Instead of calling students this:</p> <ul style="list-style-type: none"> • Lazy • Unmotivated • Not working to potential • Disruptive • Oppositional • Messy • Tardy • Forgetful • Absent-minded • Lacking a work ethic 	<p>Describe them as having challenges in this:</p> <ul style="list-style-type: none"> • Task initiation • Sustained attention • Response inhibition • Emotional control • Flexibility • Organization • Time management • Working memory • Goal-directed persistence
---	---

3 Key Strategies for Managing Executive Skill Weaknesses

- Intervene at the level of the environment

- Intervene at the level of the child by—
 1. Teach the child the weak skill
 2. Motivate the child to use the skill

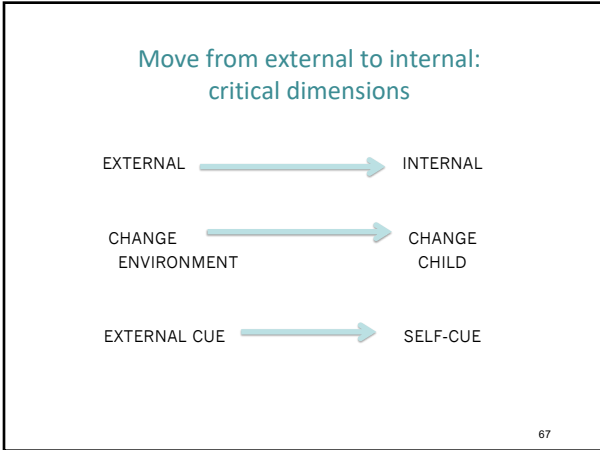
Smart Phone Incentive System

Point Categories	Points Earned
Weekly homework All HW for the week handed in on time	15
Homework done well (at least 80% accuracy)	3 per graded HW assignment
Use of agenda book All homework assignments written in agenda book (1 point for each day agenda book completed)	5
Grades on tests/quizzes/projects/report card grades in major subjects	
B- (80-82)	5
B (83-85)	10
B+ (86-89)	15
A- (90-92)	20
A (93-95)	25
A+ (96-100)	30

Number of points needed to earn smartphone: 500.

Point Chart GOAL: 500

Week	Dates	HW handed in	HW Quality	Agenda book completed	Grades on Tests/Quizzes/Papers/Projects (use / marks to tally assignment grades for the week)						Weekly Point Total	Cumulative Total
					B- (80-82)	B (83-85)	B+ (86-89)	A- (90-92)	A (93-95)	A+ (96-99)		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												



Begin by modifying the environment

What do we mean by “modify the environment?”

Environmental modifications are any changes we make that are external to the child.

- Strategies for modifying the environment**
1. Change the physical or social environment
 2. Modify the tasks we expect the student to perform
 3. Change the ways adults interact with the student

Who benefits from environmental modifications?

Kids with ASD

Typical school environments/demands often overwhelm these kids. Use their behavior as a barometer to tell you when you have to make modifications. Meltdowns and tantrums are the most obvious cues.

Seven horizontal lines for writing notes.

Environmental Modifications for Kids with ASD

- Alternatives to high stim-environments (e.g., cafeteria, playground)
• Build social interactions that work for them (e.g., structured settings where the activity drives the interaction or supervised lunch/recess)
• Closed-ended tasks/minimize choice; provide scripts; make steps more explicit; alternate between preferred/non-preferred activities ("First work, then play").

Seven horizontal lines for writing notes.

Open-Ended Tasks

An open-ended task is one where:

- There are multiple possible correct answers;
• There are multiple possible ways to achieve the correct answer;
• The task has no obvious starting point; or
• The task provides no feedback about whether or when it is complete.

Seven horizontal lines for writing notes.

Make steps more explicit
Example: Math problem solving

Steps for Problem Solving using Model Drawing - Possible Scoring

(Singapore Math)

- _____ Reads the entire problem and underlines the question. (1pt.)
- _____ Rewrites the question in sentence form, leaving a space for the answer. (1)
- _____ Determines who and/or what is involved in the problem. (1)
- _____ Draws the unit bar(s). (1)
- _____ Chunks the problem and adjusts the unit bars to match the information in the problem.
- _____ Fills in the question mark? (3)
- _____ Correctly computes and solves the problem. (2)
- _____ Writes the answer in the blank in the sentence. (1)

2 end-of-day routines

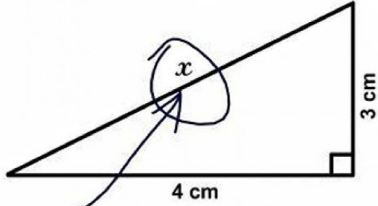
The numbered items are the steps created for a child on the autism spectrum. The items with checkmarks are those a general education teacher would use with her class. Children on the spectrum need the steps spelled out more explicitly.

Make steps more explicit
Example: How to listen

LISTENING	
Face Speaker	
Pay Attention & Show Interest	
Keep Body Still	
Do not Interrupt	

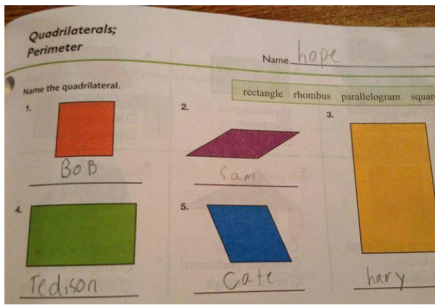
Some kids have trouble making inferential leaps

3. Find x.



Here it is

Some kids have trouble making inferential leaps



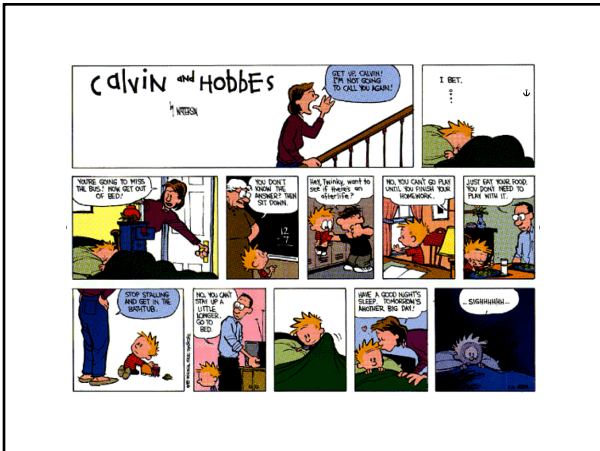
Who benefits from environmental modifications?

Kids with ADHD

If you make kids with ADHD sit still or remain seated for long periods of time, their ability to learn diminishes. Kids with ADHD often receive more negative feedback from both peers and adults than their peers do.

“When a parent or a teacher sees a child who can sit perfectly still in one condition and yet over here they’re all over the place, the first thing they say is, ‘Well, they could sit still if they wanted to,’” said [Mark Rapport](#), director of the Children’s Learning Clinic at the University of Central Florida. “But kids with ADHD only need to move when they are accessing their brain’s executive functions. That movement helps them maintain alertness.”

<https://www.youtube.com/watch?v=167se17RNHw>



Environmental Modifications for Kids with ADHD

- Seating arrangements; classroom design
- Short tasks or build in frequent breaks; give kids choice or responsibility; minimize worksheets; provide cues/reminders; use checklists (with rewards)
- Increase supervision (unstructured situations)
- Work for a ratio of 3:1 positives to corrective feedback

Effective Praise:

1. Is delivered immediately after the display of positive behavior;
2. specifies the particulars of the accomplishment (e.g., *Thank you for cleaning off your desk right away after I asked you*);
3. provides information to the child about the value of the accomplishment (e.g., *When you get ready for the first activity quickly, it makes the morning go so smoothly!*);
4. lets the child know that he put in effort to accomplish the task (e.g., *I saw you working hard to control your temper!*); and
5. orients the child to better appreciate their own task-related behavior and thinking about problem-solving (e.g., *I like the way you thought about that and figured out a good solution to the problem*).

Effective Praise:

PRAISE



<https://www.youtube.com/watch?v=IK9L8r2UIXE>
<http://alankazdin.com>

TEACH deficient skills

Don't expect the youngster to acquire executive skills through observation or osmosis.

Embedding Executive Skills into Classroom Lessons

1. Describe the lesson being taught.
2. Identify the executive skills the lesson requires students to use.
3. Identify potential obstacles that might prevent the student from using those skills effectively.
4. With the student, decide on a strategy to use to overcome the obstacle.

Examples

Lesson/Assignment	Executive Skill(s)	Obstacle	Strategy
Math Subtraction with Regrouping	<ul style="list-style-type: none"> Organization Working Memory 	<ul style="list-style-type: none"> Poor spacing/messy handwriting Forgetting steps 	<ul style="list-style-type: none"> Use large grid graph paper Use checklist with each step numbered or color-coded
English Learning Vocabulary Words	<ul style="list-style-type: none"> Working Memory Metacognition 	<ul style="list-style-type: none"> Difficulty retaining meanings (ineffective study habits) 	<ul style="list-style-type: none"> Make up "silly sentences" for each word Use flash cards-word on side 1, definition with cartoon drawing on side 2

Clinical Examples

Problem Situation	Executive Skill(s)	Obstacle	Strategy
Fighting with older brother	<ul style="list-style-type: none"> Emotional control Response inhibition 	<ul style="list-style-type: none"> Brother "pushes her buttons" 	
Plays video games instead of doing homework	<ul style="list-style-type: none"> Response inhibition Task initiation 	<ul style="list-style-type: none"> Can't say no when friends ask him to play Can't stop once he's started playing 	

Using every day routines as a way to teach executive skills

Examples

- Bedroom cleaning
- Making homework plans
- Classroom organization

Example 1:
Goal: A clean room

Directive from parent: *Clean your room*

Response from child with executive skill deficits:

Example 1:
Goal: A clean room

Directive from parent: *Clean your room*

Response from child with executive skill deficits:

Nothing

Intervention Plan

Step 1: The parent acts as an external frontal lobe that works with the child to perform the following functions:

- Develop a plan, an organizational scheme, and a specific set of directions.
- Develop a way to monitor performance.
- Problem solve when something doesn't work.
- Provide encouragement/motivation and feedback about the success of the approach.
- Decide when the task is completed.

Intervention Plan

Step 1: Sample statements:





- Are we ready to start? OK, let's get started.
- Where did you decide your trucks would go? Was it the box?
- How about your dirty clothes? In the laundry?
- And we decided you could put your books on the bookshelf.
- There are two toys under the bed. It doesn't look like all those toys will fit in that one box; Where did the other trucks go? What do you think we can do?
- You're almost finished. Is your plan to play with your friends?
- This is a hard job but you're almost done! Great work!
- You've finished your job for the day

Intervention Plan

Step 2: Provide the same information without being the direct agent: create a list, picture cues, audio tape, etc. to cue the child.

Parent says to child: Look at your list.

Jack's Clean Room Checklist

 <p>My Clean Desk</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> garbage is cleaned and thrown away <input checked="" type="checkbox"/> desk items are placed in the appropriate drawers 	 <p>My Clean Bed</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> bed is made (sheets and pillows in place, blanket spread evenly)
 <p>My Clean Shelves</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> toiletries are put away <input checked="" type="checkbox"/> clothes are folded and in correct place <input checked="" type="checkbox"/> shirts are on hangers 	 <p>My Clean Floor</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> dirty laundry is picked up and in the hamper <input checked="" type="checkbox"/> all other items have been put away <input checked="" type="checkbox"/> garbage has been thrown out <input checked="" type="checkbox"/> there is nothing on the floor

Intervention Plan

Step 2: Provide the same information without being the direct agent: create a list, picture cues, audio tape, etc. to cue the child.

Parent says to child: Look at your list.

Step 3: Parent begins to transfer responsibility to child:

Parent says to child: What do you need to do?

Step 4: Transfer complete.

Child now asks himself/herself: What do I need to do?

Example 2: Teaching children to make homework plans

STUDY PLAN

Date: _____

Task	How long will it take?	When will you start?	Where will you work?	Actual start/stop times	Done (✓)

If this is more than you
want to do, try this

Ask kids to write down **what time** they're going to do the homework assignment and **where** they will do it...

- On the assignment itself, or
- In their assignment book, or
- As an alarm in their smart phone

97

Example 3:
School-wide example
Teaching Organizational Skills

Salina Kansas Model

Curtis.Stevens@usd305.com



**SALINA SOUTH MIDDLE
SCHOOL
STUDENT ORGANIZATION
SYSTEM**




Original HONOR Code...	CLASSROOMS	Halls/ Outside	LUNCHROOM	ASSEMBLY CONCERNS & Special events	ATHLETIC ACTIVITIES & LOCKER ROOMS
HONESTY = adherence to moral and ethical principles; avoidance of moral equivocation; integrity					
PROBATION = lack of being knowledgeable to someone by questioning, able to make rational decisions on own's own					
ORDERLY = to express thoughts, feelings, or information clearly and effectively					
ORGANIZATION = to put together into orderly, functional, structured whole; to arrange in a systematic way	<ul style="list-style-type: none"> Have binder and materials with you Complete planner Keep papers where they can be easily found. 				
RESPECT = proper acceptance of authority, due regard or consideration for a sense of the worth or individuality of a group					


DURING THIS TRAINING SESSION STUDENTS WILL LEARN HOW TO STAY ORGANIZED.

2 BASIC GOALS

- COMPLETE THE WORK 
- TURN THE WORK IN 

THE 5 BASIC RULES OF THE BINDER

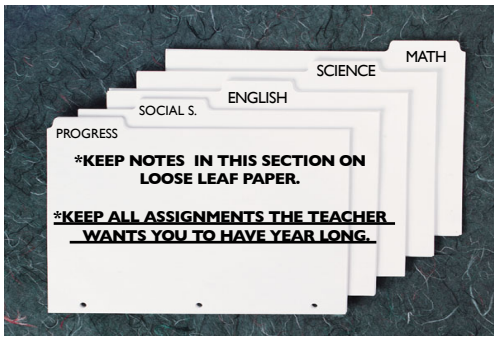
1. DIVIDE SUBJECTS WITH TABS
2. TRASH ASSIGNMENTS NO LONGER NEEDED
3. PUT DUE DATES ON ALL ASSIGNMENTS
4. POCKET FOR INCOMPLETE HOMEWORK /COMPLETED HOMEWORK
5. KEEP IT WITH YOU ALL OF THE TIME



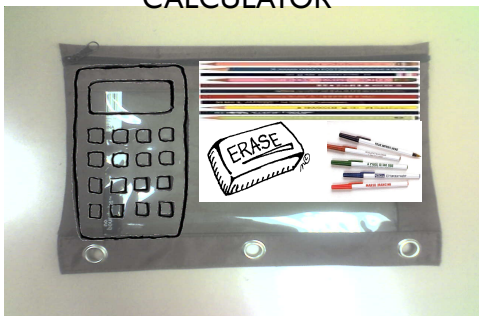
PROVIDE A VISUAL OF THE WORKLOAD

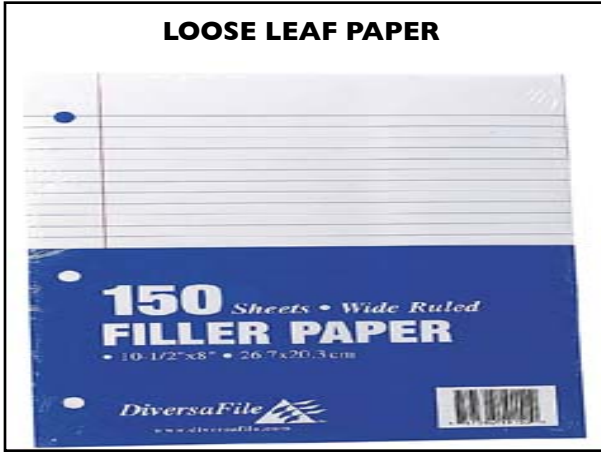


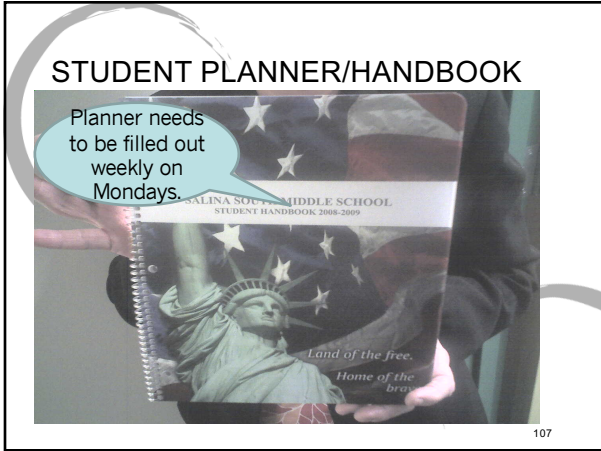
IMPORTANT COURSE DOCUMENTS

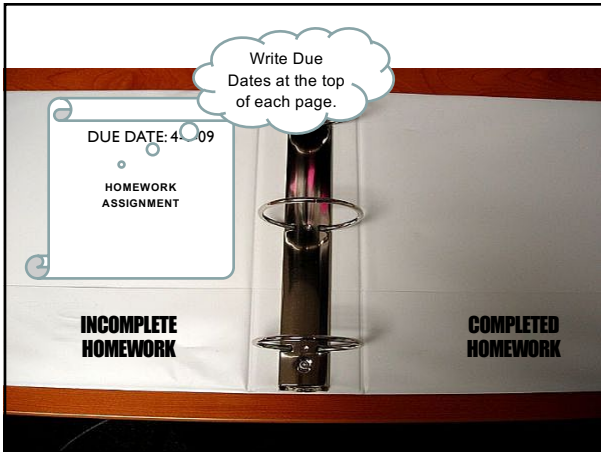


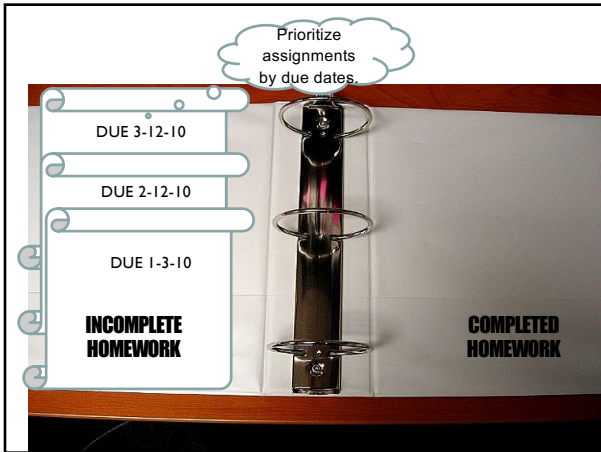
PENCIL BAG: PENCILS, ERASERS, PAPER CLIPS, PENS, AND CALCULATOR

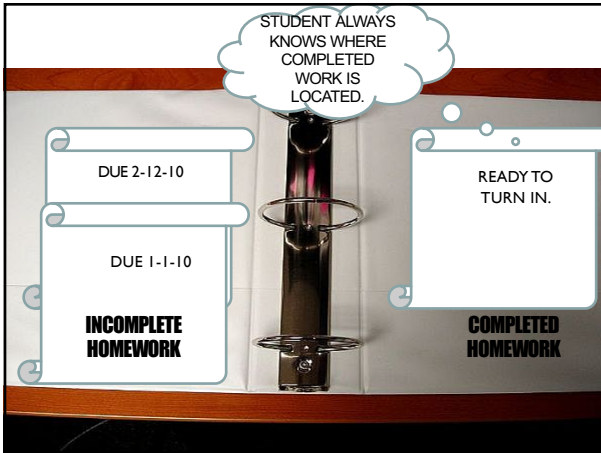


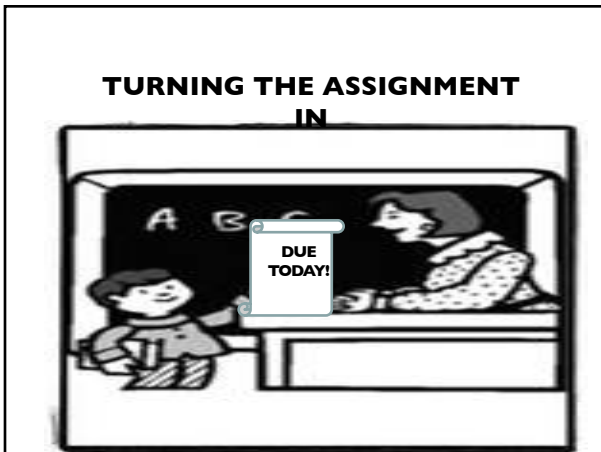


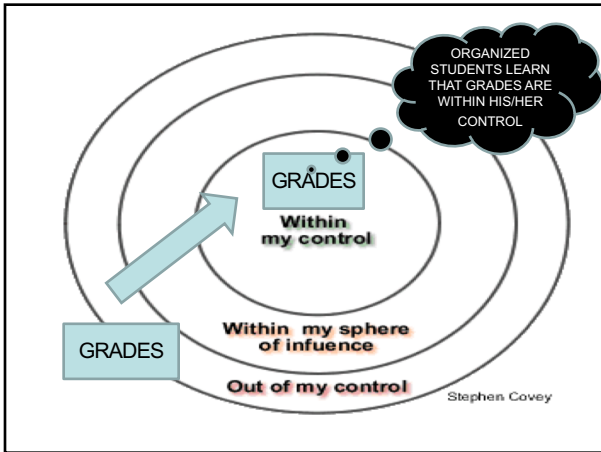












7TH AND 8TH GRADE MONITORING SYSTEM

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
	1 ST HOUR ALL 7 TH AND 8 TH GRADE TEACHERS	ALL 7 TH AND 8 TH GRADE TEACHERS DURING COUGAR TIME			FAMILY STUDENT

CONSISTENT MONITORING AND ASSESSMENT OF STUDENT ORGANIZATION

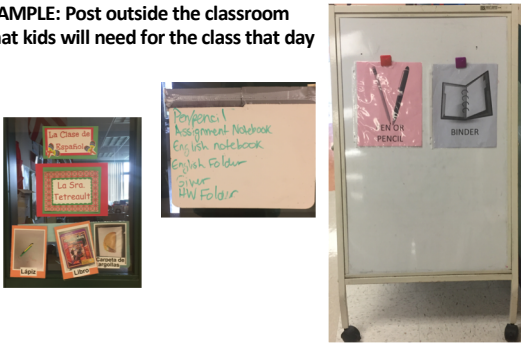
CRITERIA	EACH OF THE CRITERIA IS WORTH 1 POINTS APIECE.
DUE DATES: THE STUDENT WRITES DUE DATES AT THE TOP OF ALL ASSIGNMENTS.	
NO STUFFING: THE STUDENT'S BINDER AND TEXTBOOK DO NOT CONTAIN LOOSE PAPERS, AND HE/SHE USES THE TAB DIVIDERS AND POCKETS APPROPRIATELY.	
MATERIALS: THE STUDENT HAS ALL NECESSARY MATERIALS FOR CLASS. (EX. PENCIL, PAPER, ETC.)	
PLANNER: THE PLANNER IS FILLED OUT.	
COMPLETE/INCOMPLETE SECTION: THE STUDENT'S BINDER CONTAINS EITHER A FOLDER OR SECTION FOR COMPLETE AND INCOMPLETE HOMEWORK.	
TOTAL	5

Peg's Take on the "Perfect" Intervention for Executive Skills

The perfect intervention to support executive skill development is one

- that takes no more than 5-10 minutes a day
- and that you're willing to do *forever* (or as long as it takes).

EXAMPLE: Post outside the classroom what kids will need for the class that day













Embedding Executive Skills in a School's Curriculum

Two Examples:
 Montcrest School, Toronto CA
efs2therescue.ca
 Mountain View School, Fairfax Virginia
efinthe classroom.net

Montcrest School Key Elements

- Started with a small study group
- Whole school participation in design and implementation
- Use of “super heroes” to introduce each skill
- Emphasis on strategies, with options posted in classroom
- Included in report card, with self-assessment for older students

EXECUTIVE FUNCTIONS DEFINITIONS			
 EMOTIDOT	Emotional Control The ability to recognize and regulate emotions in order to achieve goals, complete tasks, and direct behaviour.	 STOPA-TRON	Response Inhibition The capacity to stop, evaluate, and think before you act.
 FLEXI LEXI	Flexibility The ability to revise a plan in the face of obstacles, setbacks, new information, or mistakes. Flexibility involves adaptability to changing conditions.	 SUSIE SHIFTY	Shifting and Time Management The ability to move appropriately from one situation to another. The capacity to estimate and to use time effectively.
 GRACIE OWL-GETTER	Goal-Directed Persistence The capacity to persevere and follow a task through to completion.	 SUSTAINED ATTENTION	Sustained Attention The capacity to attend to a situation or task in spite of distractibility, fatigue, or lack of interest.
 AWARD BEAR	Reflection The ability to self-monitor and self-evaluate by asking, “how am I doing?” or “how did I do?”	 TASK INITIATION	Task Initiation The ability to begin a task in a timely fashion.
 PLANNING AND ORGANIZATION	Planning and Organization The ability to create a roadmap, make decisions, and prioritize for task completion. The ability to design and maintain systems for tracking information and materials.	 WORKING MEMORY	Working Memory The ability to hold information and past experience/learning in mind while performing complex tasks.

Mountain View School Key Elements

- Started with a small study group
- Piloted with small group of teachers
- Thirty minute mini-lesson on Monday
- Focus for the week*
- Friday re-visit
- 12/13 weeks for all lessons
- Within 3 years, adopted by the entire school

We can impose executive skill instruction and strategies *on* kids

OR

we can help students figure out how to *grow their own* executive skills— we call this a *student-centered* intervention

How to implement a student-centered intervention

1. Identify the problem situation in which the executive skill challenge presents itself.
2. Identify the executive skill or skills that might be contributing to the problem.
3. Determine the setting in which the behavior is most likely to occur.
4. Decide what to address first. In other words, if you could select one setting or activity or change one small part of the student’s behavior that would lead you to say, “This is better,” what would that be?

How to implement a student-centered intervention

5. Gather some baseline data (ideally, objective, but if that’s not possible, create a vivid picture of the behavior in action that you can share with the child).
6. Share with the student your data or observations. Talk about the impact you think it has and what positive effect you think might come from trying to change the behavior.
7. Say to the student, “Maybe no one has taught you this yet. So let’s start by watching Suzy do her work.” After the student has observed the model peer, ask what she saw and list the observations.

How to implement a student-centered intervention

- 8. Ask for input from the student (Do you agree this is a problem? Can you think of other situations where this has gotten you in trouble?).
- 9. Brainstorm some strategies the student might try to improve the behavior, emphasizing how the strategy should benefit the student (rather than the adult). Hint: think about environmental modifications and incentives.
- 10. Have the student select a strategy to try and explain when the child will use the strategy.

How to implement a student-centered intervention

- 11. Just before the target situation, ask the student what the plan is. In the beginning, keep the practice sessions brief and compliment the student often.
- 12. Prompt during the target situation if the student doesn't remember to use the strategy independently.
- 13. Debrief afterwards. Ask student how it went before giving your own feedback. Always find something to praise and *be specific!*
- 14. Continue as long as necessary, but continue to praise progress and improvement.
- 15. When problems arise, troubleshoot—if one strategy stops working, have the student choose another one to try.

Goal: listening to the teacher bring materials

Plan: Endowing time on my math to talk.

Do: Yes/No

Review/Adjust Plan

What worked/What did not work?
 I'm using the plan.
 teacher sees that he is trying

COACHING

An intervention strategy in which a coach (either an adult or a peer) works with a student (or group of students) to set goals (long-term, short-term, or daily) designed to enhance executive skills and lead to improved self-regulation.

Key components of coaching

- Correspondence training
- Goal-setting
- Daily coaching sessions to make daily plans to achieve goals
- Teaching students self-management strategies

Correspondence training

Correspondence training is based on the notion (well-documented in research) that when individuals make a verbal commitment to engage in a behavior at some later point, this increases the likelihood that they will actually carry out the behavior.

Goals serve 4 primary purposes

- They *direct behavior* (toward task-relevant and away from task-irrelevant behavior)
- They *energize*
- They encourage *persistence*
- They *motivate* people to discover and use task-relevant knowledge and skills

In the first stage of coaching, we ask students to set goals

- Goals may be academic, social, or behavioral depending on individual students' needs.
- We may ask students to set long-term goals, or we may focus on more short-term goals (marking period goals, weekly goals, daily goals).
- Throughout the coaching process, we remind students of the goals they have set—and we help them track their progress toward achieving their goals.

In the second stage, coaches meet with students to make daily plans linked to their goals.

Basic Format: R.E.A.P.

- **Review:** go over the plans made at the previous coaching session to determine if the plans were carried out as intended.
- **Evaluate:** how well did it go? Did the student do what he said he would do? If not, why not?
- **Anticipate:** Talk about what tasks the student plans to accomplish today--be sure to review upcoming tests, long-term assignments.
- **Plan:** Have the student identify when he plans to do each task, and, when appropriate, *how* he plans to do each task.

DAILY COACHING FORM

Name: _____ Date: _____

LONG TERM GOALS:

THE BIG PICTURE:

Upcoming tests/quizzes:	Long-term assignments:	Other Responsibilities:
Subject: _____	Assignment: _____	Task: _____
Date: _____	Date Due: _____	Date: _____
_____	_____	_____
_____	_____	_____

TODAY'S PLANS: (include homework assignments as well as any work to be done on long-term projects or studying for tests)

LOOKING BACK:

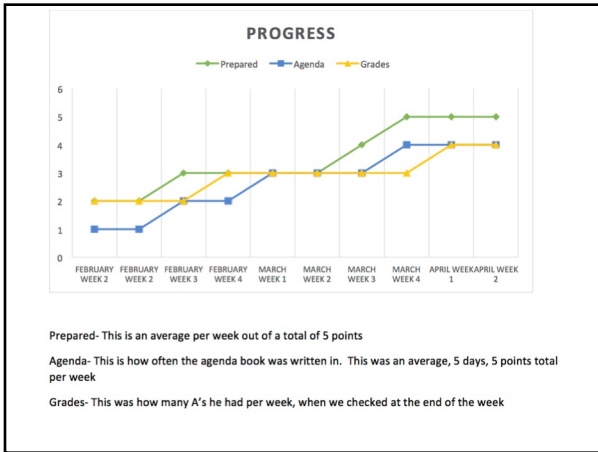
What are you going to do?	When will you do it?	Did you do it?	How did you do?*
1. _____	1. _____	Yes No	1 2 3 4 5
2. _____	2. _____	Yes No	1 2 3 4 5
3. _____	3. _____	Yes No	1 2 3 4 5
4. _____	4. _____	Yes No	1 2 3 4 5
5. _____	5. _____	Yes No	1 2 3 4 5
6. _____	6. _____	Yes No	1 2 3 4 5

*Use this scale to evaluate: 1 - Not well at all; 2 - So-so; 3 - Average; 4 - Very well; 5 - Excellent

THINGS I NEED TO REMEMBER (check off when taken care of)	OTHER NOTES:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Effects of Coaching on Report Card Grades

% Grades Earned	B or better	C	D
Before coaching	19	61	19
During coaching	63	32	5



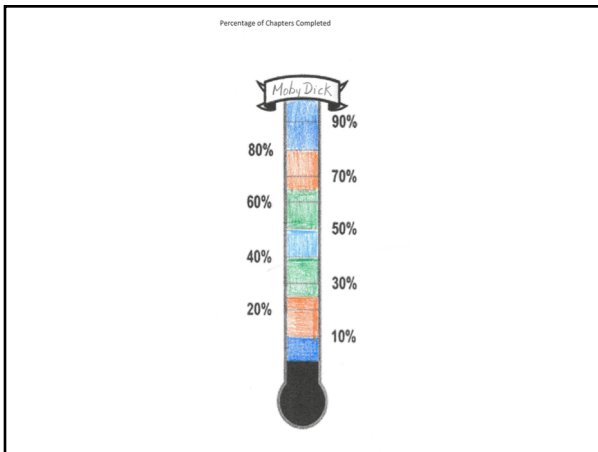
Coaching Update

Coach name: *Cheryl Taylor* *May 20, 2016*

What goal(s) are you working on with your student? *the goal is to complete long-term projects in a timely manner - working on completing 8 books and a paragraph for each by end of year.*

What do you think is going well?
• planning out when steps needed to be completed
• advocating for self with teacher
• tracking forms developed and used "very helpful"
• better understanding of how long each step took
• able to make adjustments when something else comes up.

What are the challenges you're facing with your student (what would like to be going better than it is)?
• most of the challenges we faced have been worked out
• he has used ~~the~~ some of the pieces that we worked with ~~to~~ in other, long term projects - can apply some techniques - calendar, tracking forms



English Year Long Project
 Book: Moby Dick #1
 Start Date: April 4 Finish Date: April 25

Parts of Project	Expected date of completion	Completed (check)
Chapters Completed	4/18	✓
Question Picked	4/20	✓
Brain storm ideas for Paragraph	4/21	✓
Written Paragraph completed	4/23	✓
Paragraph edited	4/24	✓
Paragraph turned to Teacher	4/25	✓

APPENDIX 24B
 Coach Feedback Form—Coach Version

Tell us how much you agree or disagree with the following statements, using the following scale:
 5—Strongly agree
 4—Somewhat agree
 3—Not sure
 2—Somewhat disagree
 1—Strongly disagree

Coaching helped this student . . .

1. Complete homework assignments.	5 4 3 2 1
2. Hand in homework assignments on time.	5 4 3 2 1
3. Spend time studying for tests.	5 4 3 2 1
4. Get better grades on tests/quizzes.	5 4 3 2 1
5. Get better grades on homework assignments.	5 4 3 2 1
6. Manage long-term assignments (e.g., not leaving them until last minute).	5 4 3 2 1
7. Avoid detentions or other discipline referrals. <i>N/A</i>	5 4 3 2 1
8. Avoid getting in trouble in class or other school settings. <i>N/A</i>	5 4 3 2 1

Tell us how helpful you feel the different coaching components were for this student, using the following scale:
 4—Very helpful
 3—Somewhat helpful
 2—Not sure
 1—Not helpful

1. Daily (or regular) contact with the coach.	4 3 2 1
2. Setting daily goals.	4 3 2 1
3. Talking about whether the student met his/her goals (review the daily plans).	4 3 2 1
4. Making daily work plans.	4 3 2 1
5. Having the coach remind the student of things that might have been forgotten.	4 3 2 1
6. Helping the student solve academic or social problems.	4 3 2 1
7. Providing tips on specific strategies (e.g., how to study for tests, write papers, manage time).	4 3 2 1
8. Checking with teachers to make sure the student was on track.	4 3 2 1
9. Listening to the student vent about school problems.	4 3 2 1

Coach Feedback Form—Coach Version (page 2 of 2)

What worked best about coaching?

- meeting with the student daily at the beginning and then slowly working towards once a week with occasional check-ins.
- guiding rather than telling the student what he should do to meet his goals.
- using visual aids so that the student was able to see how he was going to meet his goal.
- creating graphs to show progress.
- seeing the smile on his face when he completed his long-term project!

How could coaching be improved?

Coaching for me with this student went really well! It was a great experience for both of us. I was amazed that it worked so well!

March 8, 2001

To whom it may concern:

I am a 15 year old used-to-be slacker!!

In my first run around with ninth grade I had no desire to pass because since the beginning of 7th grade I had been working my butt off to keep the grades up and the teachers didn't realize that I had a problem understanding. The teachers would constantly ridicule me about my handwriting, which hurt my desire to work hard, so I began to not even care about my work.

In September of 2000 I decided that I did not want to take so many regular classes and that I did not want to be at school all day, so I decided that it would be best for me to go to a vocational school for half of a school day. It did not help. Then in November I met Mrs. Hutchins (big help!) In the beginning I set very small goals because I knew that I could reach them easily! As time progressed I began setting higher goals, and even reaching them. I even began paying attention to my teachers, passing my classes, and enjoying it. It felt great to finally be succeeding. I also enjoy not being ridiculed about my writing (It's really improved.). One of my long term goals is to pass ninth grade (finally).

I really appreciate having Mrs. Hutchins to help me out.

"Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them rather than to them or for them."

~Ted Wachtel
International Institute for
Restorative Practices
