


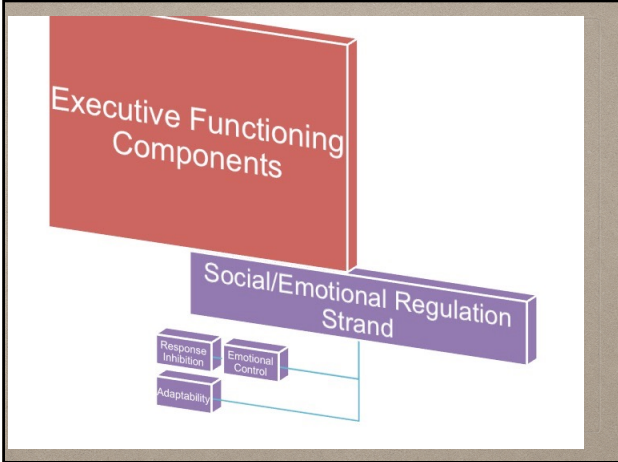
METACOGNITION P 13

Awareness and understanding of one's own thought processes.

Includes-

- Goal setting
- Planning and strategizing
- Sequencing
- Organization
- Time management
- Task initiation
- Executive attention





FOLLOWING JOSH...
A Day in the Life of a Student with Executive Functioning Issues

Meet Josh:
 6th grade

7 A.M.

- Forgets his cleats
- Runs back inside to get them
- Ends up leaving his backpack at home as he races toward the bus
- Sprints past the checklist his mom left for him
- Oops, missed the bus!

Executive Function Breakdowns:
 Organizing
 Working Memory
 Time Management

11 A.M.

- Teacher asks, "Who has a good answer to the first question I gave you yesterday about last night's assignment?"
- Josh squirms. Hopes she doesn't call on him.
- He didn't write the questions in his planner and hasn't a clue how to answer them.



Executive Function Breakdowns:
 Organizing
 Focusing

1 P.M.

LUNCH TIME

Josh's favorite time

- Hogs the conversation, talking way too loud
- Talks only about his video games and does not allow anyone else to partake in conversation
- Friends are getting annoyed but he does not notice



Executive Function Breakdowns:
 Self-Monitoring
 Impulse Control

3 P.M.

SOCCER

- Josh is so focused on getting the ball that he doesn't keep in mind which direction he's supposed to run.
- Heads for the nearest goal
- Oops! Kicks the ball right into his own home net.



Executive Function Breakdowns:
 Shifting Focus
 Mental Flexibility

6 P.M.
DINNER TIME

- Josh is not too happy when his Mom tells him to turn off the TV and set the table.
- When he thinks he is done, his sister tattles that he's forgotten to give each person a cup.
- Frustrated with his sister and missing his TV show, he loses his cool and yells at her.



Executive Function Breakdowns:
Emotional Control
Self-regulation

10

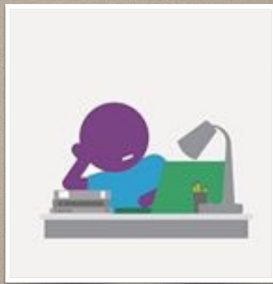
8 P.M.
HOMEWORK TIME

After much prodding by his mother, he sits down to do his homework.

He doesn't know where to start. Too overwhelmed by the many assignments.

Instead of doing his book report or math problems due tomorrow, he surfs the web looking for a topic for science report due next week.

Takes a break to play a video game



Executive Function Breakdowns:
Prioritizing and Planning
Task initiation

11

10 P.M.


- When Josh finally begins the book report, his mind keeps jumping from one thought to another.
- He only gets one sentence down on paper before he gives up for the night.
- He thinks he can do more on the way to school tomorrow (though he's never completed anything while riding the bus with his friends!)



Executive Function Breakdowns:
Executive Attention
Task Persistence
Organizing

12 A.M.
WAY PAST JOSH'S BEDTIME

- He's exhausted and can't go to sleep.
- He tries but can't shut off his brain.
- He keeps worrying about disappointing the teacher with his incomplete book report.
- He also worries about getting teased by his teammates for kicking the ball into the wrong goal.




Executive Function Breakdown
Self regulation
Anxiety Management
Emotional Control

Modified by the work of Thomas E. Brown, Ph.D.
understood.org

13

Executive Function Weaknesses

- Conceptual reasoning abilities may be stronger than their output and productivity
- Consequently, these students are inefficient with their work and have difficulty showing what they know in the classroom
- Study skills and test performance are compromised
- Academic grades may not reflect actual intellectual ability




14

Examples of Executive Function


- Problem solving skills and abilities
- Planning from the beginning until the end
- Ability to think in an organized way to manage belongings, schedules and assignments
- Using past knowledge when planning for novel situations
- Task initiation
- Prioritization
- Completing assignments
- Seeing the future goal

15


Executive Function



Mental Flexibility



Working Memory




Inhibitory Control


(Ozonoff 2002)

16


An example might be:



Flexibility:
Starting and stopping

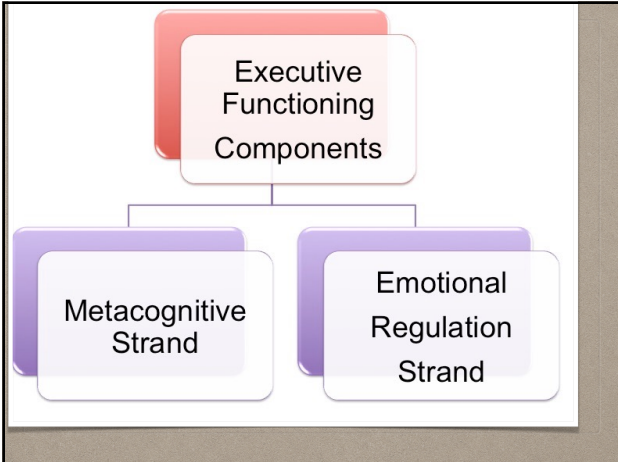


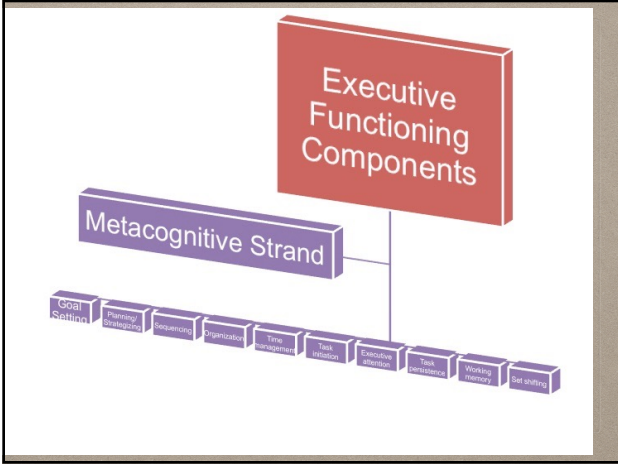
Working memory:
Writing a sentence / paragraph

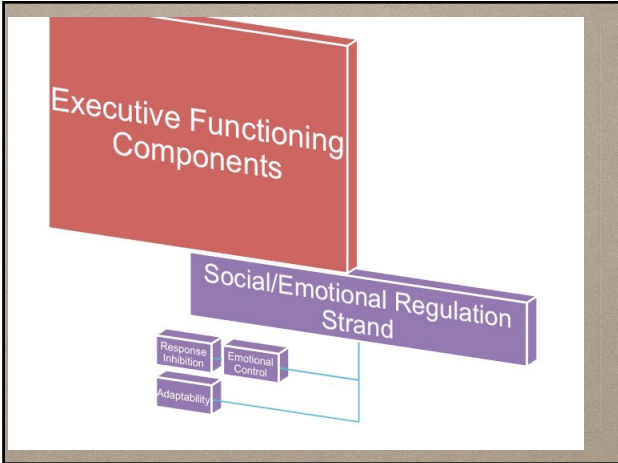


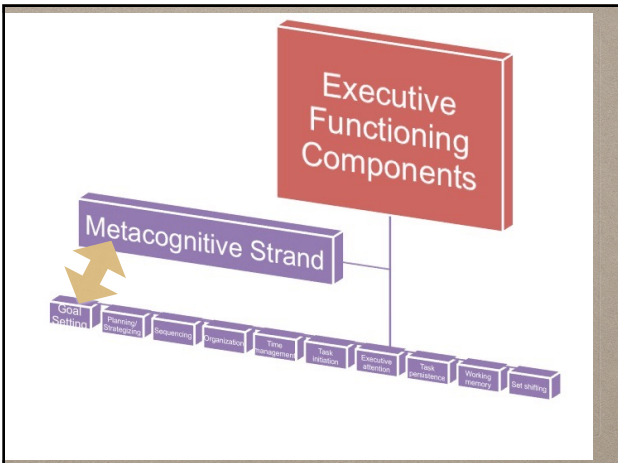
Inhibitory control:
Self-regulation

17









Goal-setting

The ability to set clearly defined goals and appropriate goals and then follow through to achieve the goals

Dawson and Guare, 2012

Exhibited behaviors:

- * Difficulty in identifying long range goals
- * Fails to complete assignments due to difficulties with prioritizing aspects of the assignment

Kaufman, 2010







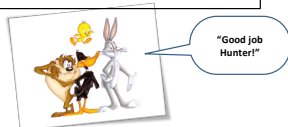
LONG TIME PROJECTS, GOAL SETTING AND TIME MANAGEMENT

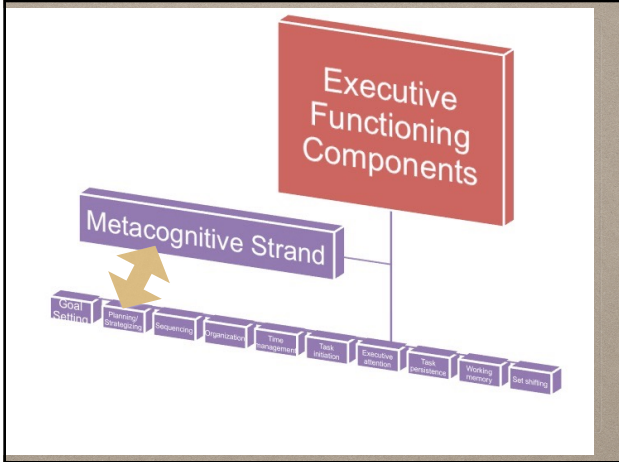
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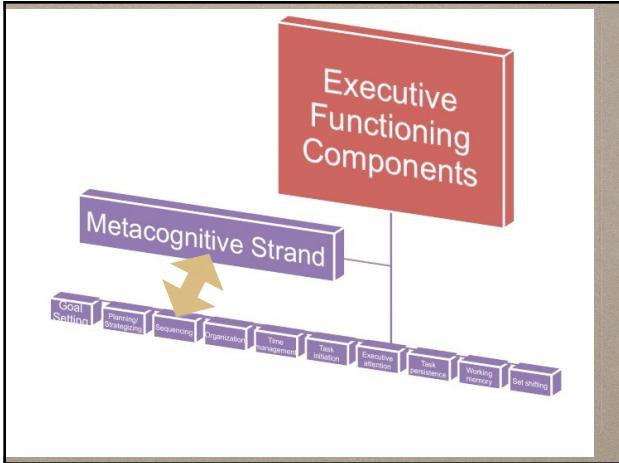
My Checklist


Check when done

1 st		<input type="checkbox"/>
2 nd		<input type="checkbox"/>
3 rd		<input type="checkbox"/>
		<input type="checkbox"/>
Next: _____		<input type="checkbox"/>









Sequencing

The ability to put information in a logical and familiar order.
Dawson and Guare, 2012

Exhibited behaviors:

- *Difficulties with details and sequence of assignments
- *Overwhelmed by task demands that require sequencing
- *Difficulties with reading comprehension
- *Difficulties solving math problems that require sequencing

Kaufman, 2010
