Executive Functioning Components

Metacognitive Strand

Goal Setting | Planning/ Strategizing | Sequencing | Organization | Time management | Task Initiation | Executive attention | Task persistence | Working memory | Set shifting

Executive Attention

A self directed control and maintenance of attention
Dawson and Guare, 2012

Exhibited behaviors:
✳ *Easily distracted by external or internal stimuli*
✳ *Requires reminders to stay on task*
✳ *Difficulties sustaining attention*
✳ *Tendency to make careless errors*
Kaufman, 2010

Whole Body Listening!
Larry wants to remind you to listen with your entire body
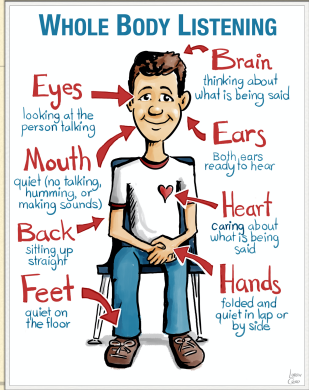
Eyes = Looking toward the speaker

Ears = Both ears ready to hear

Mouth = Quiet - waiting for your turn to talk

Hands = Quiet and kept to yourself

Feet = Quiet and still

Body = Facing toward the speaker

Brain = Thinking about what is being said

Heart = Consider the speaker and others listening

Credit to SocialThinking.com
Kristen Wilson and Elizabeth Slutter

WHOLE BODY LISTENER

TEACHER PAY TEACHER

Loren Crisp

WHOLE BODY LISTENING

Eyes — looking at the person talking

Brain — thinking about what is being said

Mouth — quiet (no talking, humming, or making sounds)

Ears — Both ears ready to hear

Back — sitting up straight

Heart — caring about what is being said

Feet — quiet on the floor

Hands — folded and quiet in lap or by side

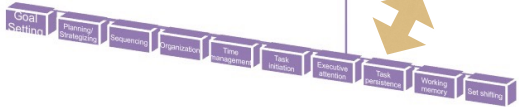*When there are difficulties sustaining attention use…*

Positive Behavior Support Booklet

Template is on my website: www.igivuwings.com/resources

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Task Persistence

The ability to keep at a task or goal till it is completed.
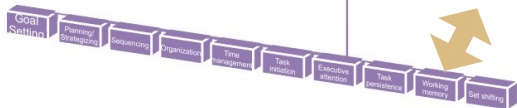*Dawson and Guare, 2012*

Exhibited behaviors:
✳ *Starts task but is unable to keep working at it*
✳ *Needs frequent teacher cues to keep working*
✳ *May stop working if individualized help is not immediately available*
✳ *Appears to fatigue quickly during academic activities*
Kaufman, 2010

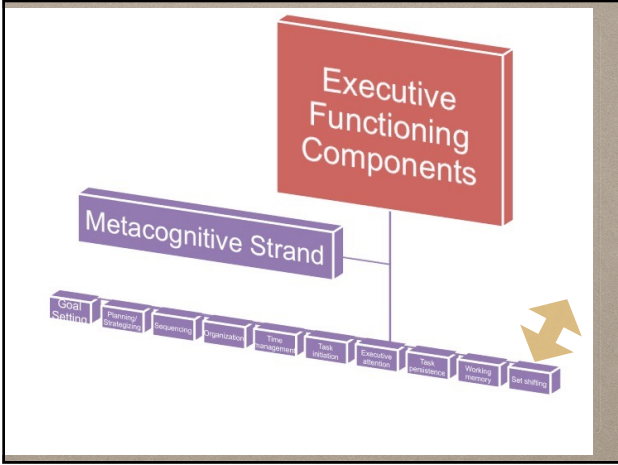
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Working Memory

Exhibited behaviors:
✳ *Unable to perform multiple step directions*
✳ *Forgets what he is about to say after talking*
✳ *Forgets details of what is read, during or shortly after being read*
✳ *Can answer factual/explicit questions but has difficulty with details, making predictions, or drawing inferences*

The ability to hold information in memory while performing complex tasks.
Dawson and Guare, 2012

Kaufman, 2010

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Set Shifting

The ability to move between tasks
Dawson and Guare, 2012

Exhibited behaviors:
* *Becomes frustrated over changes in routines or schedules*
* *Tends to get stuck on steps of assignments*
* *Has difficulty stopping one task to start another task*
Kaufman, 2010

The miracle of

Transition Markers

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Response Inhibition

The ability to think before acting; to resist the urge to say or do something that may not be a good choice.
Dawson and Guare, 2012

Exhibited behaviors:
* *Blurts out answers*
* *Often says or does things that he or she regrets*
* *Often acts as if he is unencumbered by the thought process*
* *Often has difficulty explaining why he or she does things*
Kaufman, 2010

Cartooning

* *Helpful for the visually oriented student to facilitate understanding of social situations and anticipated behaviors, as well as the thoughts of other people in a given situation.*
* *Thought and speech bubbles, enable the individual with autism to get a sense of social interactions and the hidden rules that govern behaviors (Kerr & Durkin, 2004).*
* *Comic Strip ConversationsTM, developed by Gray (1994). By illustrating conversation through simple drawings, the strategy helps the student to identify "what other people say and do" and emphasizes "what other people may be thinking."*

Lighthall & Schetter

* *Laminated marker boards, paper, or chalkboards*

* *Comic Strip ConversationsTM, developed by Gray (1994). By illustrating conversation through simple drawings, the strategy helps the student to identify "what other people say and do" and emphasizes "what other people may be thinking."*

White Board Words and Thoughts Activity Pack