EXECUTIVE SKILLS: ASSESSMENT, INTERVENTIONS AND COACHING FOR ACADEMIC AND SOCIAL SUCCESS

Presented by Jack Hirose & Associates. Sponsored by Sunshine Coast Health Centre and Georgia Strait Women's Clinic

If you have any questions, please contact your on-site coordinator.

PLEASE REMEMBER:

- Wear your name badge every day.
- Turn off your cell phone.
- If you have pre-purchased lunch your tickets are in your name badge, please treat your tickets like cash.

EVALUATION FORM:

- Complete your evaluation form each day using the QR code below.

SCHEDULE:

This schedule may vary depending on the flow of the presentation and participant questions

7:30am – 8:30am	Sign-In
8:30am – 10:00am	Morning Workshops Begin
10:00am – 10:15am	Mid-Morning Break (Refreshments Provided)
10:15am – 11:45pm	Workshop in Session
11:45pm – 12:45pm	Lunch Break Sign-In (CPA Members Only)
12:45pm – 2:15pm	Afternoon Sessions Begin
2:15pm – 2:30pm	Mid-Afternoon Break (Refreshments Provided)
2:45pm – 4:00pm	Workshop in Session
4:00pm	Complete Evaluation Forms (Use QR Code Above) & Sign-Out (CPA Members Only)

CERTIFICATES:

- Digital certificates are available for download on the final day for multi-day attendees at: http://registration.jackhirose.com/certificates

CPA MEMBERS

- A new policy requires you to request a form from your on-site coordinator, which must be submitted directly to the association.
- Please sign in after lunch and sign out at the end of the day. Early departures result in the loss of CPA credits.
- Certificates will be updated with CPA credits after form verification (allow 2-4 weeks).

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DAY ONE & TWO

Executive Skills Questionnaire —

Peg Dawson & Richard Guare

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. I take unexpected events in stride.	_____
11. I easily adjust to changes in plans and priorities.	_____
12. I consider myself to be flexible and adaptive to change.	_____
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. No matter what the task, I believe in getting started as soon as possible.	_____
17. Procrastination is usually not a problem for me.	_____
18. I seldom leave tasks to the last minute	_____
YOUR TOTAL SCORE:	_____
19. When I plan out my day, I identify priorities and stick to them	_____
20. When I have a lot to do, I can easily focus on the most important things .	_____
21. I typically break big tasks down into subtasks and timelines.	_____
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. I am an organized person. _____
23. It is natural for me to keep my work area neat and organized. _____
24. I am good at maintaining systems for organizing my work. _____

YOUR TOTAL SCORE: _____

25. At the end of the day, I've usually finished what I set out to do. _____
26. I am good at estimating how long it takes to do something. _____
27. I am usually on time for appointments and activities. _____

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**	**Flexibility**
13 - 15	**Sustained Attention**	**16 - 18**	**Task Initiation**
19 - 21	**Planning/Prioritizing**	**22 - 24**	**Organization**
25 - 27	**Time Management**	**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 is 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. We generally reserve our discussion of this skill to adults, since it seems more relevant with this population. We find it helps people understand the kind of work environment they do best in.

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EXECUTIVE SKILL	POSITIVE EXAMPLE	NEGATIVE EXAMPLE
RESPONSE INHIBITION		
WORKING MEMORY		
EMOTIONAL CONTROL		
FLEXIBILITY		
SUSTAINED ATTENTION		
TASK INITIATION		
PLANNING/PRIORITIZING		
ORGANIZATION		
TIME MANAGEMENT		
GOAL-DIRECTED PERSISTENCE		
METACOGNITION		

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EXECUTIVE SKILLS BEHAVIORAL DESCRIPTORS

1. Brings gym clothes on days student has gym class.
2. Homework and worksheets may be placed in any number of notebooks, books, or folders.
3. Sharpens pencil, chats with classmates or takes long bathroom breaks before getting down to work on in-class math assignment.
4. Able to do classroom presentations despite fear of public speaking.
5. Wants to make the 1st string soccer team but can't bring himself to practice ball handling skills.
6. Figures out the steps to follow to get a summer job.
7. Decides to improve math grade and increases study time for tests and quizzes.
8. Out of seat frequently during independent work time.
9. Takes notes in lecture classes and asks relevant questions.
10. Builds in extra time to complete a given task knowing there could be an interruption.
11. Struggles with creative writing assignment because can't think of anything to write about.
12. Does work carefully and checks answers before handing in test/assignment.
13. Writes down homework but doesn't think to check assignment book when gets home.
14. Chronically late for school.
15. Finishes an entire homework assignment before taking a break.
16. Shuts down when criticized by teacher
17. Student places documents in appropriately labeled folders on her computer.
18. Frequently makes faulty assumptions about assignment directions and doesn't check with teacher before starting the assignment.
19. Friend bails on afterschool activity; student adjusts with back-up plan.
20. Says rude or hurtful things to kids.
21. After being given group oral directions, student begins the assignment.
22. Given 4 homework assignments on a given night, can't figure out what to do first.

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PLANNING SHEET FOR DESIGNING STRATEGIES
TO OVERCOME EXECUTIVE SKILL OBSTACLES

Directions:

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.**

Lesson/Assignment	Executive Skill(s)	Obstacle	Possible Strategies

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Classroom Routine Planning Form

Identify a classroom routine that would address a classroom or student problem, incorporates 1 or more executive skills, and that would take no more than 5-10 minutes a day or no more than 15 minutes once a week to implement. Elementary and secondary examples have been provided.

Elementary Example

Goal Behavior	Executive Skill(s)	Routine	Est. time required
Smooth transition from classroom to cafeteria	Response inhibition Emotional control	Students maintain personal space and use quiet voices in the corridor	3 minutes

Steps in the Routine:

1. Talk with class about going from the classroom to the cafeteria; ask what a "bumpy" transition looks like; then ask what a "smooth" transition looks like. Ask students which is better and talk about why a smooth transition is better.
2. Referring to classroom posters of individual executive skills, ask students which executive skills are needed for a smooth transition.
3. With the class, make a list of steps for getting ready for lunch (e.g., hand in completed work; clear desk surface; get lunch box if applicable; when instructed, line up in orderly fashion; walk to cafeteria keeping appropriate distance from others in line and talking with "indoor voices.")
4. Post the routine and review the steps for several days.
5. Prompt kids to begin the routine.
6. Announce each step.
7. Debrief with students after lunch to assess how it went for several days.
8. Assign a student to announce the routine.
9. Fade the prompts.

Secondary Example

Problem situation	Executive Skill(s)	Routine	Est. time required
Students forgetting to hand in homework	Working memory	Stand by door at end of class and accept completed homework.	3-5 minutes

Steps in the Routine

1. Begin with a discussion about the challenges of handing in homework at the end of class. Ask students why they're neglecting to do this.
2. Referring to classroom posters of individual executive skills, ask students which executive skills are needed to do this successfully.
3. Solicit from students possible solutions to the problem. One solution might be:
   a. At the end of class on days homework has been assigned, teacher will stand by door to accept completed homework.
   b. If students don't have the assignment, they will be asked to go to the end of the line and come up with a plan for how/when they will get the homework to the teacher.
   c. After a week, debrief with students to determine how the routine is working and to tweak the routine if needed.
   d. Optional: ask the class to set a class goal (% of students handing in homework on time) and come up with an activity reward for reaching the goal.

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Goal Behavior or Problem Situation	Executive Skill(s)	Routine	Est. time required

Routine steps:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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Practice Example

Sarah is a social child with lots of friends. During whole-class discussion, she's engaged and frequently raises her hand to participate. She also does well with group activities, but she has the hardest time getting her seatwork done. When the teacher assigns a task, she seems to spend a great deal of time getting organized or she might start it right away, but she becomes quickly distracted. She might get up and sharpen her pencil, go to the bathroom, or talk to the other students sitting at her table. Sometimes she might overhear a conversation at the next table and feel like she has to participate in that discussion. The teacher feels like she's spending a lot of time cueing Sarah to get back to work or asking her how far along she is in her assignment. Even when she does cue her, the next thing she knows, Sarah is rummaging in her desk for something or has started talking to the girl who sits behind her.

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Student Strengths: Identify a few of the student's strengths or positive traits, particularly noting any executive skill strengths the student may have.	
Problem Description: Which problem behavior should be targeted?	
Executive Skill(s): What skills do you think might be involved?	
Setting: Where, when, or under what circumstances does the behavior usually occur?	All day long in every setting
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?	Math seatwork
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: • 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)	
Possible Motivator—What would help the student be 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?	
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?	

Student Strengths: Identify a few of the student's strengths or positive traits, particularly noting any executive skill strengths the student may have.	
Problem Description: Which problem behavior should be targeted?	
Executive Skill(s): What skills do you think might be involved?	
Setting: Where, when, or under what circumstances does the behavior usually occur?	
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?	
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: • 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)	
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?	
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?	

Intervention Planning Form

Student Strengths: Identify a few of the student's strengths or positive traits, particularly noting any executive skill strengths the student may have.	
Problem Description: Which problem behavior should be targeted?	
Executive Skill(s): What skills do you think might be involved?	
Setting: Where, when, or under what circumstances does the behavior usually occur?	
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?	
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: • 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)	
Possible Motivator—What would help the student be 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?	
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?	

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Helpful Websites

http://smartbutscatteredkids.com

http://www.efintheclassroom.net

https://www.youtube.com/channel/UCvePPJz4o_6Dg5qTzOqcVPg (YouTube Channel: Teenchangers)

http://efs2therescue.ca

http://activatedlearning.org

http://learningworksforkids.com

http://www.toolsofthemind.org

https://www.gonoodle.com

http://www.unstuckontarget.com

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

http://developingchild.harvard.edu

http://www.brainfacts.org

http://www.dana.org

https://casel.org/resources

https://www.pbisworld.com

PERSONAL GOAL SETTING AND ACTION PLANNING

GOAL-SETTING. Start by thinking of a goal you'd like to work on. It could be a task you've been putting off, or a project you want to start or a behavior you want to change. If you can, identify more than one, so that you have a few to choose from.

Possible goals
1.
2.
3.

Select one of the goals and place an asterisk next to it. Now think about some of the potential obstacles that might prevent you from reaching your goal. How can those obstacles be overcome or avoided?

Potential obstacle	Ways to overcome the obstacle
1.	
2.	
3.	
4.	
5.	

Creating a SMART Goal (See Unit 3 Secondary for More Information About This)

SMART Goal Planner		
Specific	What EXACTLY do you want to happen?	
Measurable	I will know I have reached my goal when . . .	
Attainable	Can I reach my goal by the deadline?	How confident am I that I can reach my goal? 1.....2.....3.....4.....5 Not very So-so Very!
Relevant	Is this goal important to me?	How important is it to me to reach my goal? 1.....2.....3.....4.....5 Not very So-so Very!
Time-bound	I will reach my goal by:	

Action Plan for Achieving SMART Goal

Steps to Follow or Tasks to Accomplish to Complete Goal	Target Completion Date	Done!
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

STRENGTHENING EXECUTIVE SKILLS TO PROMOTE SCHOOL SUCCESS

Peg Dawson, Ed.D., NCSP
dawson.peg@gmail.com
https://www.smartbutscatteredkids.com

Complete the Executive Skills Questionnaire

ACTIVITY

Choose one of your executive skill strengths (higher score). Talk about how that helps you do your job.

Choose one of your executive skill challenges (lower score). Talk about how that affects your work.

Where do these skills come from?

Are we born with them?

If not, how do we acquire them?

Are we taught them? By whom?

Where do these skills come from?

- Do they just emerge gradually over time (the way vision does in infants)?
- Are they learned through practice (the way infants learn to walk)?
- Are they learned through modeling and shaping (the way language is learned)?
- Or are they explicitly taught (the way reading is learned)?

Let's vote

Go to **www.menti.com**

Use the code **3100 2666**

What's Executive Function—and Why Does It Matter?

The skills that make up executive function are better predictors of success than test scores, IQ, or socioeconomic status.

August 15, 2019

Edutopia

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 – 33
- 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.

An interesting take on child development…

https://www.nytimes.com/2021/04/16/opinion/ezra-klein-podcast-alison-gopnik.html?referringSource=articleShare

Alison Gopnik runs the Cognitive Development and Learning Lab at UC Berkeley and is in both the philosophy and the psychology departments and is part of the A.I. working group.

Food for thought…from Alison Gopnik

I think a really deep idea that comes out of computer science originally — in fact, came out of the original design of the computer — is this idea of the explore or exploit trade-off is what they call it. So if you're thinking about intelligence, there's a real genuine tradeoff between your ability to explore as many options as you can versus your ability to quickly, efficiently commit to a particular option and implement it. And it turns out that even if you just do the math, it's really impossible to get a system that optimizes both of those things at the same time, that is exploring and exploiting simultaneously because they're really deeply in tension with one another.

Food for thought…from Alison Gopnik

So you've got one creature that's really designed to explore, to learn, to change. That's the child form. And then you've got this other creature that's really designed to exploit, as computer scientists say, to go out, find resources, make plans, make things happen…And the idea is that those two different developmental and evolutionary agendas come with really different kinds of cognition, really different kinds of computation, really different kinds of brains, and I think with very different kinds of experiences of the world.

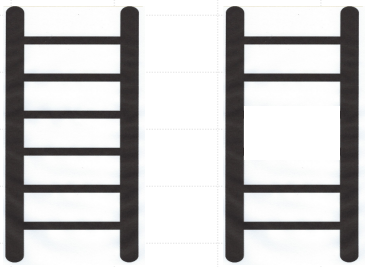
Food for thought…from Alison Gopnik

So what you'll see when you look at a chart of synaptic development, for instance, is, you've got this early period when many, many, many new connections are being made. And then you've got this later period where the connections that are used a lot that are working well, they get maintained, they get strengthened, they get to be more efficient. And then the ones that aren't are pruned, as neuroscientists say. They kind of disappear. The consequence of that is that you have this young brain that has a lot of what neuroscientists call plasticity. It can change really easily, essentially. But it's not very good at putting on its jacket and getting into preschool in the morning.

How has the pandemic affected executive skills?

Two negative consequences:

1. Teachers build in a natural progression of gradually reducing supports (scaffolding) for executive skills, so that each grade level expects just a bit more from students. The pandemic disrupted that process. (think of a ladder with missing rungs).
2. Because of the disruptions caused by the pandemic, students also had 2 years of practicing bad habits (procrastination, impulsivity, short fuses). It's hard to tear down those neural circuits!



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

Strategies for Specific Executive Skill Challenges

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

https://www.youtube.com/watch?v=9PnbKL3wuH4

ScienceDaily®

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.

"Me want it," Cookie Monster sings in one video. "But me wait."

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 video: 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.

ScienceDaily®

Your source for the latest research news

Self-regulation intervention boosts school readiness of at-risk children, study shows

Date: November 21, 2014

Source: Oregon State University

An intervention that uses music and games to help preschoolers learn self-regulation skills is helping prepare at-risk children for kindergarten, a new study from Oregon State University shows.

Self-regulation skills -- the skills that help children pay attention, follow directions, stay on task and persist through difficulty -- are critical to a child's success in kindergarten and beyond, said OSU's Megan McClelland, a nationally recognized expert in child development and a co-author of the new study.

"Most children do just fine in the transition to kindergarten, but 20 to 25 percent of them experience difficulties -- t hose difficulties have a lot to do with self-regulation," McClelland said. "Any intervention you can develop to make that transition easier can be beneficial."

The results of the new study are notable because positive effects of an intervention, especially one that aims to improve self-regulation and academic achievement, can be difficult for researchers to find, said McClelland, the Katherine E. Smith Healthy Children and Families Professor in the College of Public Health and Human Sciences.

The intervention was most effective among children who are considered at highest risk for struggling in school -- those from low-income backgrounds who are learning English as a second language. In addition to a positive effect on self-regulation, the intervention had a positive effect on math achievement for English language learners.

"The math gain was huge," McClelland said. "English language learners who were randomly assigned to the intervention showed a one-year gain in six months. This was in spite of the fact that we had no math content in these games."

That indicates that children were more likely to integrate the self-regulation skills they've learned into their everyday lives, McClelland said. It also supports previous research finding strong links between self-regulation and math skills.

The study was published recently in *Early Childhood Research Quarterly*. Lead author Sara A. Schmitt conducted the research as a doctoral student at OSU and now is an assistant professor at Purdue University. In addition to McClelland, the other authors of the study are Alan C. Acock of Oregon State and Shauna L. Tominey of Yale University.

In all, 276 children enrolled in a federally funded Head Start program for at-risk children in the Pacific Northwest participated in the study. Children ranged in age from three to five, with most about four years old. Children were randomly assigned to either a control group or the intervention program.

The intervention ran for eight weeks, with two 20- to 30-minute sessions each week. Research assistants came into classes and led children through movement and music-based games that increased in complexity over time and encouraged the children to practice self-regulation skills.

One game used in the activities was "Red Light, Purple Light," which is similar to "Red Light, Green Light." A researcher acted as a stoplight and held up construction-paper circles to represent stop and go. Children followed color cues, such as purple is stop and orange is go, and then switched to the opposite, where purple is go and orange is stop.

Additional rules are added later to increase the complexity of the game. The game requires children to listen and remember instructions, pay attention to the adult leading the game and resist natural inclinations to stop or go.

"It's about helping the children practice better control," McClelland said. "The games train them to stop, think and then act."

Researchers evaluated children's self-regulation and academic achievement before and after the intervention and found that children who had received the intervention scored significantly higher on two direct measures of self-regulation. English language learners who participated in the intervention also scored significantly higher in math than their peers in the control group.

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.

Psychological Review
Vol. 101, No. 2, 343-352

The Magical Number Seven, Plus or Minus Two
Some Limits on Our Capacity for Processing Information

George A. Miller
Harvard University

This paper was first read as an Invited Address before the Eastern Psychological Association in Philadelphia on April 15, 1955. Preparation of the paper was supported by the Harvard Psycho-Acoustic Laboratory under Contract N5ori-76 between Harvard University and the Office of Naval Research, U.S. Navy (Project NR 142-201, Report PNR-174). Reproduction for any purpose of the U.S. Government is permitted.
Received: May 4, 1955

My problem is that I have been persecuted by an integer. For seven years this number has followed me around, has intruded in my most private data, and has assaulted me from the pages of our most public journals. This number assumes a variety of disguises, being sometimes a little larger and sometimes a little smaller than usual, but never changing so much as to be unrecognizable. The persistence with which this number plagues me is far more than a random accident. There is, to quote a famous senator, a design behind it, some pattern governing its appearances. Either there really is something unusual about the number or else I am suffering from delusions of persecution.

Limits of Working Memory

Working memory has a capacity of about four chunks in young adults (and fewer in children and old adults).

~Cowen, N. (2005). Working Memory Capacity.

Working Memory

- Do NOT rely on verbal instructions only—pair verbal instructions with visual cues whenever possible
- Talk with students about the strategies they use to remember things (explain offloading)
- When you do use verbal instructions,
  - ask a random student to repeat the instructions
  - cue students to write down their own reminders if they think they won't remember

Supports for students with weak working memory

Working Memory

- Do NOT rely on verbal instructions only—pair verbal instructions with visual cues whenever possible
- Talk with students about the strategies they use to remember things (explain offloading)
- When you do use verbal instructions,
  - ask a random student to repeat the instructions
  - cue students to write down their own reminders if they think they won't remember

Supports for students with weak working memory

Emotional Control

The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.

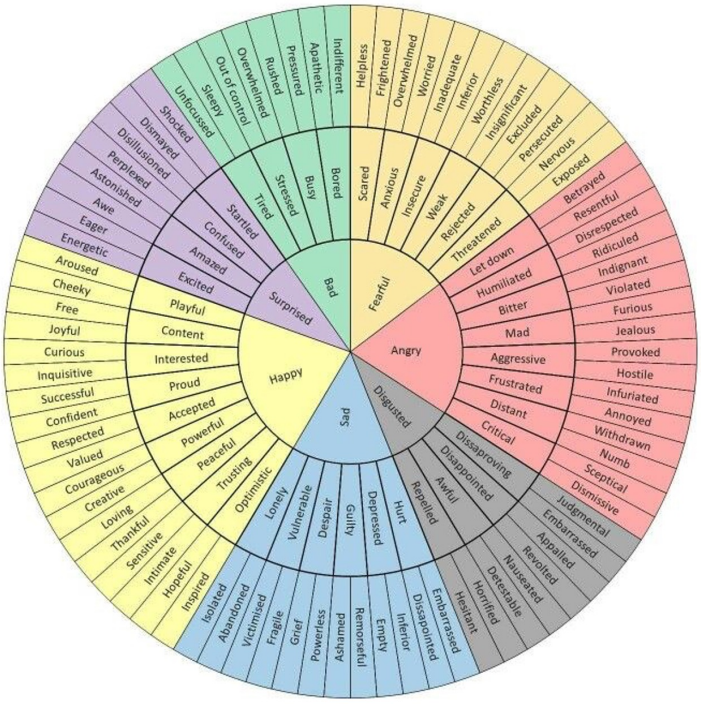
Ask Kids What They're Feeling (or identify their feelings for them)

Putting Feelings Into Words Produces Therapeutic Effects In The Brain

Date: June 22, 2007

Source: University of California - Los Angeles

Summary: A new brain imaging study by psychologists reveals why verbalizing our feelings makes our sadness, anger and pain less intense. A second study combines modern neuroscience with ancient Buddhist teachings to provide the first neural evidence for why "mindfulness" -- the ability to live in the present moment, without distraction -- seems to produce a variety of health benefits.



Consider this…

Marin encounters frequent homework challenges, particularly with math. She often forgets the instructions and gets angry when her mother suggests a process that doesn't match the one she was taught at school.

- What executive skills might be challenging for Marin?
- If you were working with Marin, what suggestions might you make to her mother or teacher?

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.

Sustained Attention

- Movement breaks

Stamping Station

EASILY DISTRACTED

3. If this is a student with extra energy, set up a stamping station (stamp and stamp pad). Give the student an egg timer. He or she works as many problems as he or she can until the sands run out of the egg timer. Then the student gets up, walks over to the stamping station with his/her assignment, he/she stamps the assignment next to the last problem that he/she finished. Then goes back to desk, turns over egg timer and begins working again. When time runs out, goes to stamping station, stamps last problem that he/she completed, goes back to desk and continues this until he/she completes the assignment. To modify this, you can tell them they need to turn over the egg timer once or twice before they stamp it or you can use a different type of timer to give a longer work period. This is a great documentation tool.

Sustained Attention

- Movement breaks
- Ask students to set incremental goals

Improving the Achievement, Motivation, and Engagement of Students With ADHD: The Role of Personal Best Goals and Other Growth-Based Approaches

Andrew J. Martin
Faculty of Education and Social Work, University of Sydney, Sydney, New South Wales, Australia

Australia Journal of Guidance and Counseling, 2013

Appendix A
Personal Best (PB) Goal Work Sheet

(Reproduced with permission from Lifelong Achievement Group — visit www.lifelongachievement.com to download)

A PB is where you aim to match or better a previous best performance. It can be a mark you're aiming for or you can aim to do your schoolwork or study in a way that is an improvement on last time or the way you usually do it.

A. My PB is a mark in_____What mark are you aiming for?_____

OR

B. My PB is a better way of doing my schoolwork or study in_____

The better way of doing things is:_____

Is this PB maintaining a previous best or improving on a previous best? YES / NO
If NO, you need to develop a PB that does.

Do you believe you can reach this PB? YES / NO
If NO, you need to develop a PB that you believe you can reach.

When do you plan to achieve this PB?_____

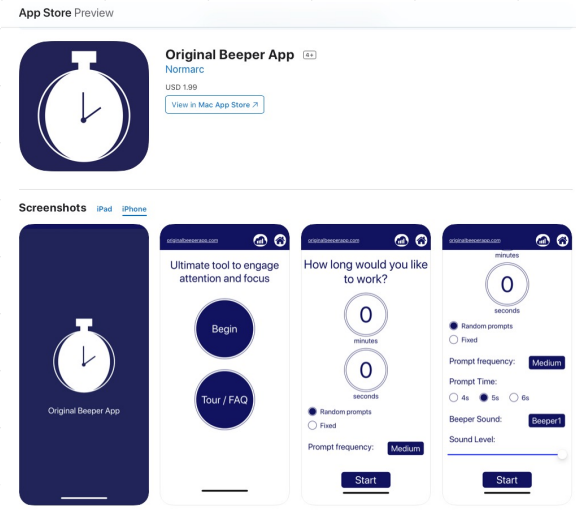
Describe the steps involved in reaching your PB	✓ when achieved
1. First, I will	
2. Next, I will	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

☐ I believe I reached my PB Evidence _____
☐ I think I just missed out Because _____
☐ I didn't get close to my PB Because _____
My next PB is: _____

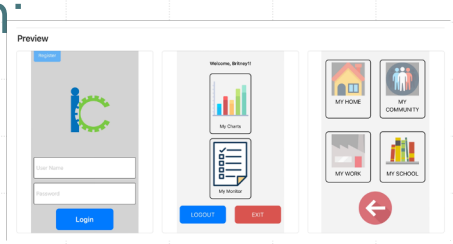
Sustained Attention

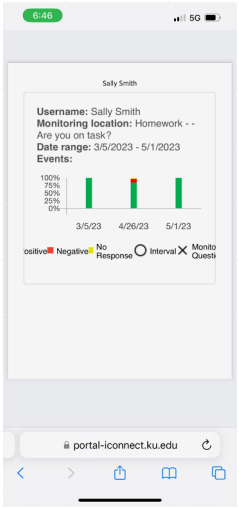
- Movement breaks
- Ask students to set incremental goals
- Talk to students about the strategies they use to help them screen out distractions or stick with tasks long enough to get them done
- Teach students to monitor whether they're paying attention

Attention Self-Monitoring



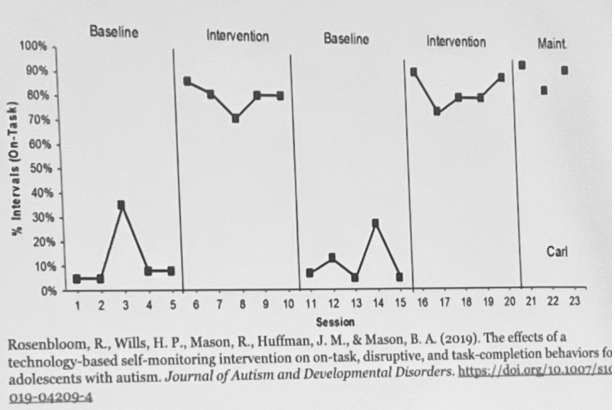
Another hi-tech option: iConnect





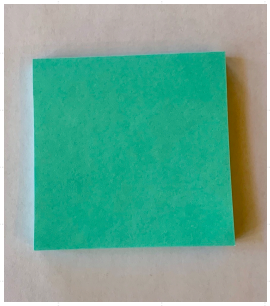
- https://iconnect.ku.edu

Efficacy of Attention Self-Monitoring

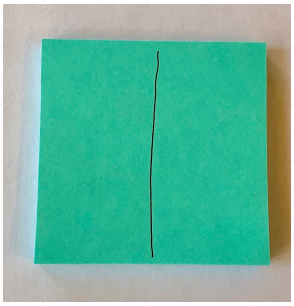


Rosenbloom, R., Wills, H. P., Mason, R., Huffman, J. M., & Mason, B. A. (2019). The effects of a technology-based self-monitoring intervention on on-task, disruptive, and task-completion behaviors fo adolescents with autism. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s1 019-04209-4

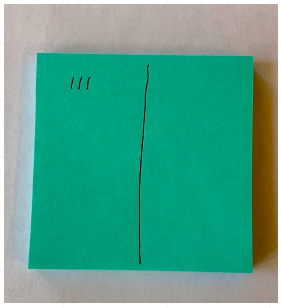
Attention Self-Monitoring



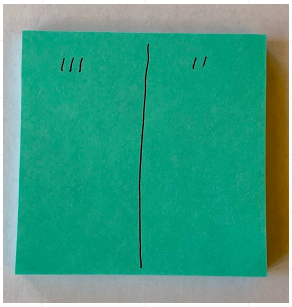
Attention Self-Monitoring



Attention Self-Monitoring



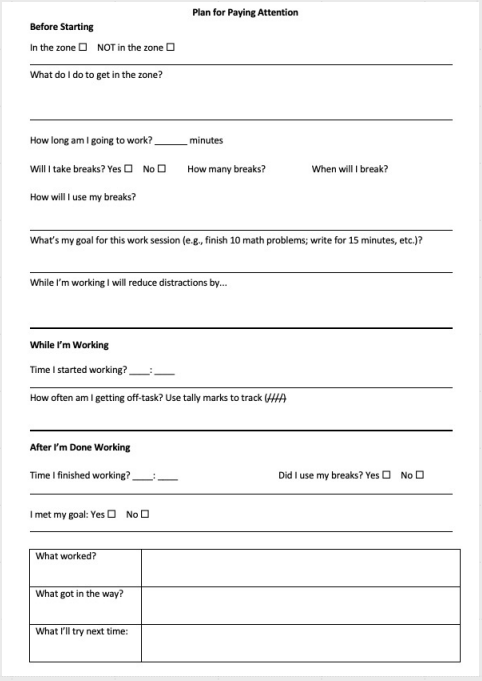
Attention Self-Monitoring



Teach kids how to pay attention

3 PHASES:

- Plan BEFORE beginning the task
- Monitor DURING the task
- Reflect AFTER completing the task



Plan for Paying Attention

Before Starting

In the zone ☐ NOT in the zone ☐

What do I do to get in the zone?

How long am I going to work? _____ minutes

Will I take breaks? Yes ☐ No ☐ How many breaks? When will I break?

How will I use my breaks?

What's my goal for this work session (e.g., finish 10 math problems; write for 15 minutes, etc.)?

While I'm working I will reduce distractions by...

While I'm Working

Time I started working? ___: ___

How often am I getting off-task? Use tally marks to track (~~////~~)

After I'm Done Working

Time I finished working? ___: ___ Did I use my breaks? Yes ☐ No ☐

I met my goal: Yes ☐ No ☐

What worked?	
What got in the way?	
What I'll try next time:	

Task Initiation

The ability to begin projects without undue procrastination, in an efficient or timely fashion.

Task Initiation

- Teach kids to make a plan with a start time

Task Initiation

- Teach kids to make a plan with a start time
- Keep the teaching task brief.

Task Initiation

- Teach kids to make a plan with a start time
- Keep the teaching task brief.
- Talk to students about the strategies they use to make themselves get started on things they don't want to do
- Help students figure out why they're procrastinating and come up with a strategy to overcome the barrier

Solving the Procrastination Problem

Task: _____ Date: _____

Obstacle	Strategy
I don't understand the assignment.	
I can't think of how to start the assignment.	
I could probably do the assignment but it will take a lot of work and just the thought of that hurts my brain.	
The task is way too boring for me even to contemplate doing it.	
This assignment is pointless. I would get nothing out of doing it.	
The conditions for working aren't perfect—when they are, I'll get started.	
I have way too many things to do and don't know how to prioritize my time.	
It's going to take way too long and I don't want to commit that amount of time.	
There are other things I'd rather be doing that are more fun or more important to me.	
Wait, what assignment? When I leave school at the end of the day I put school behind me (i.e., the cues that remind me to do schoolwork are missing).	
The assignment isn't going to affect my grade so why bother	
Perfectionism—I'm not going to start because I know I won't be able to do work that meets my (impossibly) high standard.	
I'm stressed out about other things (either internal or external) and can't focus because of these preoccupations. I'll do better if I wait until my life calms down.	
I'm too tired. I don't have the energy to do this now.	
I don't *think* I can do it—because I've always failed in the past—so why should I try?	
I'm so far behind now, I'll never catch up!	
I don't want to do this because if I accomplish this, I'm scared of what comes next.	

CNN travel

Coffee, tea and nagging at Japan's anti-procrastination cafe

Reuters

Updated 3:33 AM EDT April 26, 2022
Tokyo

Writers facing deadlines go to Tokyo's "Manuscript Writing Cafe" with an understanding — they can't leave until their work is done.

Customers enter, write down their names, writing goals and the time they plan to finish. They can also ask for progress checks as they work, with "mild" just asking them if they have finished as they pay and "normal" being a check-in every hour.

Those choosing "hard" will feel silent pressure from staff standing frequently behind them.

Consider this…

Scott has trouble getting seatwork done in the time he is given. Writing assignments are particularly challenging. He stares at his paper for a long time, and even after the teacher prompts him to get to work, he still struggles. When the writing period is over, he's lucky if he's got two sentences on his paper, when the rest of the class seem to write two paragraphs easily.

- What executive skills might be challenging for Scott?
- If you were working with Scott's teacher, what suggestions might you make?

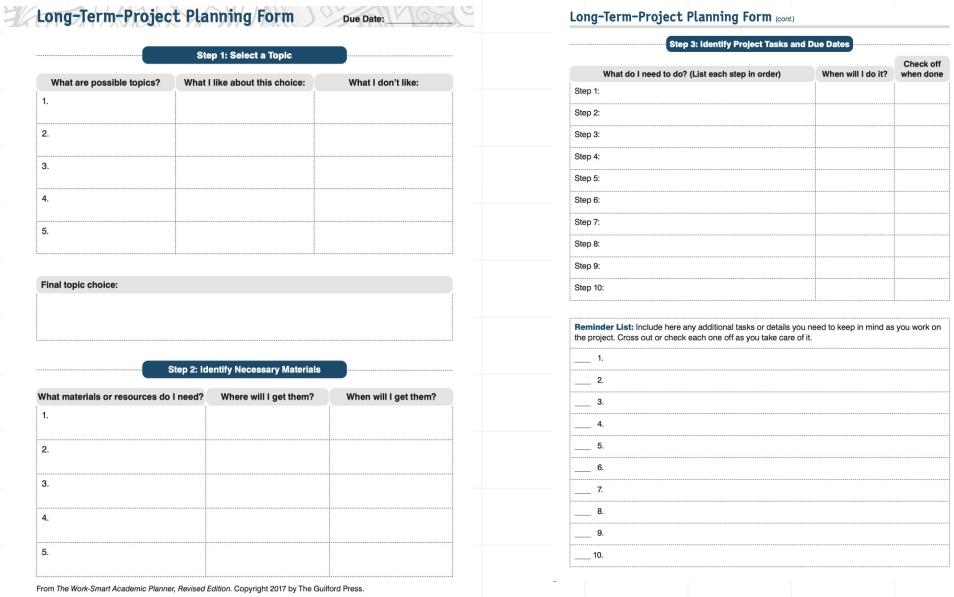
Planning/Prioritizing

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/Prioritizing

- Give kids models (note-taking, practice tests)
- Instead of doing the planning for kids, plan with kids
- Teach students to plan using templates

A Template for Planning Long-term Projects



Long-Term-Project Planning Form Due Date: _____

Step 1: Select a Topic

What are possible topics?	What I like about this choice:	What I don't like:
1.		
2.		
3.		
4.		
5.		

Final topic choice:

Step 2: Identify Necessary Materials

What materials or resources do I need?	Where will I get them?	When will I get them?
1.		
2.		
3.		
4.		
5.		

From *The Work-Smart Academic Planner, Revised Edition*. Copyright 2017 by The Guilford Press.

Long-Term-Project Planning Form (cont.)

Step 3: Identify Project Tasks and Due Dates

What do I need to do? (List each step in order)	When will I do it?	Check off when done
Step 1:		
Step 2:		
Step 3:		
Step 4:		
Step 5:		
Step 6:		
Step 7:		
Step 8:		
Step 9:		
Step 10:		

Reminder List: Include here any additional tasks or details you need to keep in mind as you work on the project. Cross out or check each one off as you take care of it.

___ 1.
___ 2.
___ 3.
___ 4.
___ 5.
___ 6.
___ 7.
___ 8.
___ 9.
___ 10.

A Template for Studying for Tests

Studying for Tests

Test date: _____ Subject: _____

Check off the strategies you will use.

Passive strategies (use sparingly)	Active strategies (better)	Active strategies with feedback (best)
❑ 1. Reread text	❑ 7. Make study guide	❑ 13. Quiz myself with Quizlet/ study guide/flash cards
❑ 2. Reread notes	❑ 8. Make flashcards/Quizlet	❑ 14. Take practice test (check answers)
❑ 3. Highlight notes/text	❑ 9. Make concept maps	❑ 15. Redo old tests or homework (check answers)
❑ 4. Read study guide	❑ 10. Organize notes	❑ 16. Have someone else quiz me
❑ 5. Rewrite notes	❑ 11. Complete review packet (no answers)	❑ 17. Complete review packet (check answers)
❑ 6. Read/watch Spark Notes, Kahn Academy, etc.	❑ 12. Attend review session or study group	❑ 18. Meet 1:1 with teacher
❑ 19. Other: _____		

Study Plan

Date	Day	Which strategies will I use? (Write number)	How much time for each strategy?
	4 days before test	1. 2. 3.	1. 2. 3.
	3 days before test	1. 2. 3.	1. 2. 3.

Studying for Tests (cont.)

Date	Day	Which strategies will I use? (Write number)	How much time for each strategy?
	2 days before test	1. 2. 3.	1. 2. 3.
	1 day before test	1. 2. 3.	1. 2. 3.

Posttest Evaluation

How did your studying work out? Answer the following questions:

1. What strategies worked best?
2. What strategies were not so helpful?
3. Did you spend enough time studying? Yes No
4. If no, what more should you have done?
5. What will you do differently the next time?

Organization

The ability to create and maintain systems to keep track of information or materials.

Organization

- Create systems of organization (notebooks, desk, classroom)
- Explicitly teach those systems
- Supervise students to make sure they use those systems

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/1counter-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

Consider this…

Julie attends a middle school committed to project-based learning. She loves being able to explore topics of interest to her, but she invariably scrambles to meet deadlines. She has great ideas but has trouble translating those ideas into a product that meets the teacher's expectations. The night before the project is due features meltdowns that put the whole family on edge.

- What executive skills might be challenging for Julie?
- If you were working with Julie, what suggestions might you make?

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 Moldanado

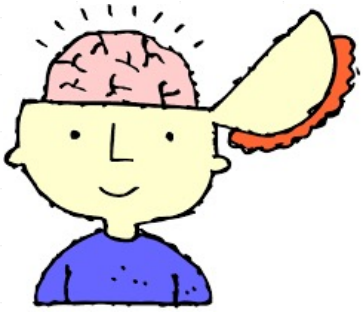
6th grade teacher, Imagine International Academy of North Texas

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!

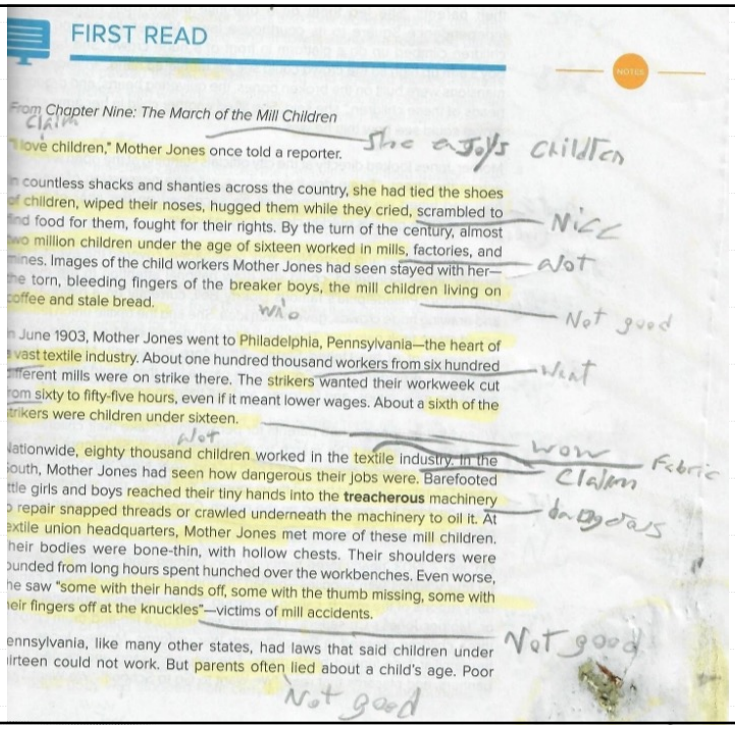
  I had 1 out of 22 students fail for this second semester, and it was because he didn't turn in work (he passed the first semester), and I had no repeat failures from the first semester. The first semester I had 4 out of 22 fail my class. One of my students that received a 50 in the first semester was 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!!!

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?").

What happens when you ask students to annotate if their metacognitive skills are not well developed?



FIRST READ

From Chapter Nine: The March of the Mill Children

"I love children," Mother Jones once told a reporter.

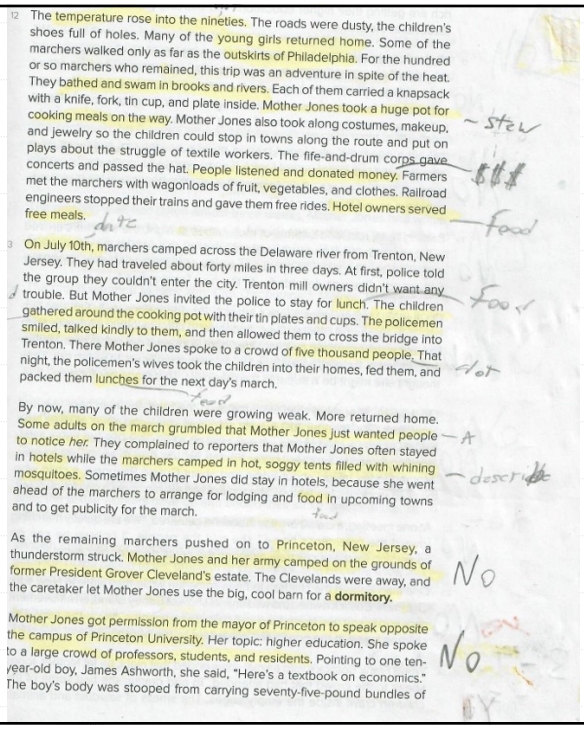
In countless shacks and shanties across the country, she had tied the shoes of children, wiped their noses, hugged them while they cried, scrambled to find food for them, fought for their rights. By the turn of the century, almost two million children under the age of sixteen worked in mills, factories, and mines. Images of the child workers Mother Jones had seen stayed with her—the torn, bleeding fingers of the breaker boys, the mill children living on coffee and stale bread.

In June 1903, Mother Jones went to Philadelphia, Pennsylvania—the heart of the vast textile industry. About one hundred thousand workers from six hundred different mills were on strike there. The strikers wanted their workweek cut from sixty to fifty-five hours, even if it meant lower wages. About a sixth of the strikers were children under sixteen.

Nationwide, eighty thousand children worked in the textile industry. In the South, Mother Jones had seen how dangerous their jobs were. Barefooted little girls and boys reached their tiny hands into the **treacherous** machinery to repair snapped threads or crawled underneath the machinery to oil it. At textile union headquarters, Mother Jones met more of these mill children. Their bodies were bone-thin, with hollow chests. Their shoulders were bunded from long hours spent hunched over the workbenches. Even worse, she saw "some with their hands off, some with the thumb missing, some with their fingers off at the knuckles"—victims of mill accidents.

Pennsylvania, like many other states, had laws that said children under thirteen could not work. But parents often lied about a child's age. Poor

What happens when you ask students to annotate if their metacognitive skills are not well developed?



The temperature rose into the nineties. The roads were dusty, the children's shoes full of holes. Many of the young girls returned home. Some of the marchers walked only as far as the outskirts of Philadelphia. For the hundred or so marchers who remained, this trip was an adventure in spite of the heat. They bathed and swam in brooks and rivers. Each of them carried a knapsack with a knife, fork, tin cup, and plate inside. Mother Jones took a huge pot for cooking meals on the way. Mother Jones also took along costumes, makeup, and jewelry so the children could stop in towns along the route and put on plays about the struggle of textile workers. The fife-and-drum corps gave concerts and passed the hat. People listened and donated money. Farmers met the marchers with wagonloads of fruit, vegetables, and clothes. Railroad engineers stopped their trains and gave them free rides. Hotel owners served free meals.

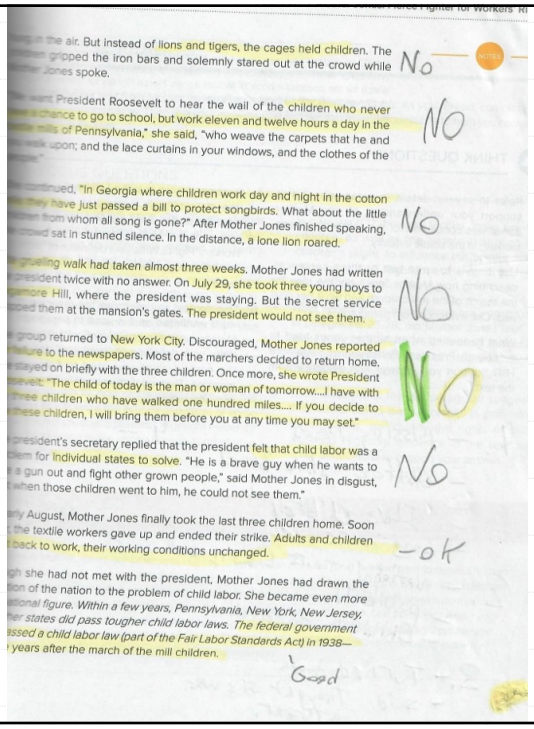
On July 10th, marchers camped across the Delaware river from Trenton, New Jersey. They had traveled about forty miles in three days. At first, police told the group they couldn't enter the city. Trenton mill owners didn't want any trouble. But Mother Jones invited the police to stay for lunch. The children gathered around the cooking pot with their tin plates and cups. The policemen smiled, talked kindly to them, and then allowed them to cross the bridge into Trenton. There Mother Jones spoke to a crowd of five thousand people. That night, the policemen's wives took the children into their homes, fed them, and packed them lunches for the next day's march.

By now, many of the children were growing weak. More returned home. Some adults on the march grumbled that Mother Jones just wanted people to notice her. They complained to reporters that Mother Jones often stayed in hotels while the marchers camped in hot, soggy tents filled with whining mosquitoes. Sometimes Mother Jones did stay in hotels, because she went ahead of the marchers to arrange for lodging and food in upcoming towns and to get publicity for the march.

As the remaining marchers pushed on to Princeton, New Jersey, a thunderstorm struck. Mother Jones and her army camped on the grounds of former President Grover Cleveland's estate. The Clevelands were away, and the caretaker let Mother Jones use the big, cool barn for a **dormitory.**

Mother Jones got permission from the mayor of Princeton to speak opposite the campus of Princeton University. Her topic: higher education. She spoke to a large crowd of professors, students, and residents. Pointing to one ten-year-old boy, James Ashworth, she said, "Here's a textbook on economics." The boy's body was stooped from carrying seventy-five-pound bundles of

What happens when you ask students to annotate if their metacognitive skills are not well developed?



...in the air. But instead of lions and tigers, the cages held children. The ...dren gripped the iron bars and solemnly stared out at the crowd while ...Jones spoke.

...want President Roosevelt to hear the wail of the children who never ...e a chance to go to school, but work eleven and twelve hours a day in the ...mills of Pennsylvania," she said, "who weave the carpets that he and ...walk upon; and the lace curtains in your windows, and the clothes of the ...

...ntinued, "In Georgia where children work day and night in the cotton ...they have just passed a bill to protect songbirds. What about the little ...dren from whom all song is gone?" After Mother Jones finished speaking, ...crowd sat in stunned silence. In the distance, a lone lion roared.

...gruelling walk had taken almost three weeks. Mother Jones had written ...president twice with no answer. On July 29, she took three young boys to ...more Hill, where the president was staying. But the secret service ...ped them at the mansion's gates. The president would not see them.

...group returned to New York City. Discouraged, Mother Jones reported ...failure to the newspapers. Most of the marchers decided to return home. ...stayed on briefly with the three children. Once more, she wrote President ...velt: "The child of today is the man or woman of tomorrow....I have with ...three children who have walked one hundred miles.... If you decide to ...these children, I will bring them before you at any time you may set."

...president's secretary replied that the president felt that child labor was a ...lem for individual states to solve. "He is a brave guy when he wants to ...a gun out and fight other grown people," said Mother Jones in disgust, ...when those children went to him, he could not see them."

...rly August, Mother Jones finally took the last three children home. Soon ...the textile workers gave up and ended their strike. Adults and children ...back to work, their working conditions unchanged.

...gh she had not met with the president, Mother Jones had drawn the ...tion of the nation to the problem of child labor. She became even more ...ational figure. Within a few years, Pennsylvania, New York, New Jersey, ...her states did pass tougher child labor laws. The federal government ...ssed a child labor law (part of the Fair Labor Standards Act) in 1938— ...years after the march of the mill children.

How does "pruning" affect executive skill development?

Brains are built over time, from the bottom up. The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood. Simpler neural connections and skills form first, followed by more complex circuits and skills. In the first few years of life, more than 1 million new neural connections form every second.* After this period of rapid proliferation, connections are reduced through a process called pruning, which allows brain circuits to become more efficient.

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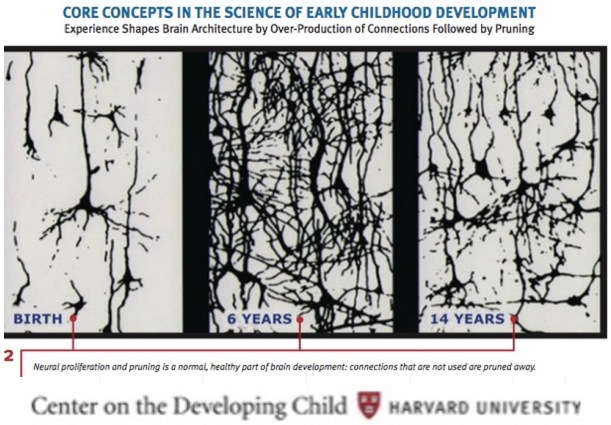
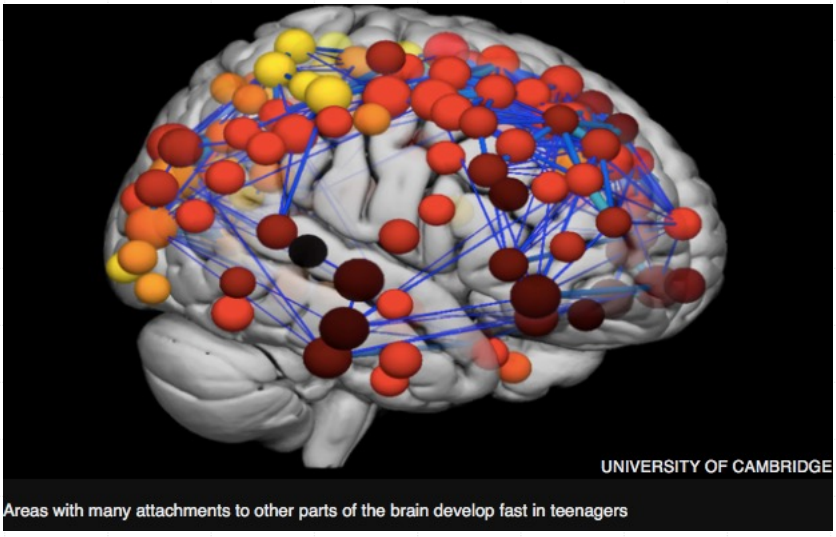




Use Self-Reflections to Encourage Metacognition

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):

If you were distracted during this task, what could you have done better to maintain focus?

If you were totally focused during this task, what did you do or why do you think you were so focused?

Consider this…

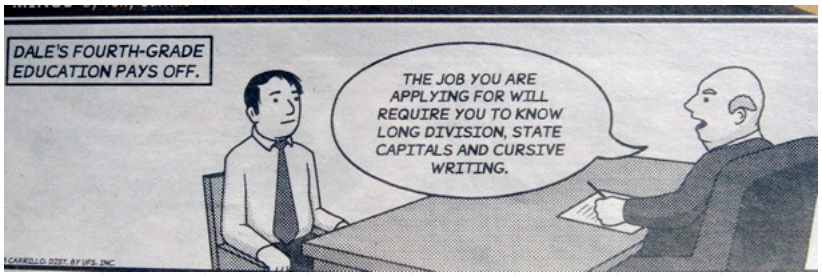
Mark is an 8th grader who is always in danger of failing at least one class each marking period (and the class may change from term to term). He plans to go to college but when his parents get on his case, his typical answer is, "8th grade doesn't count. I'll work harder next year when it matters." His parents feel like they have to micro-manage him just to make sure he passes all his classes.

- What executive skills might be challenging for Mark?
- If you were working with Mark, what suggestions might you make to his parents—or how might you address this with Mark?

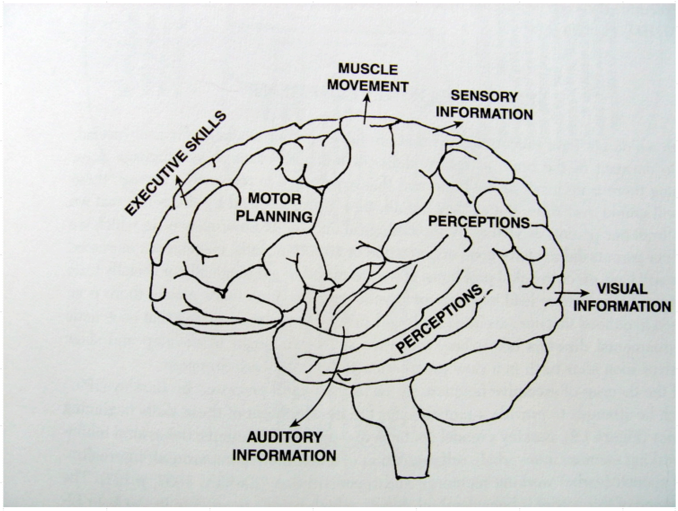
What are your thoughts?

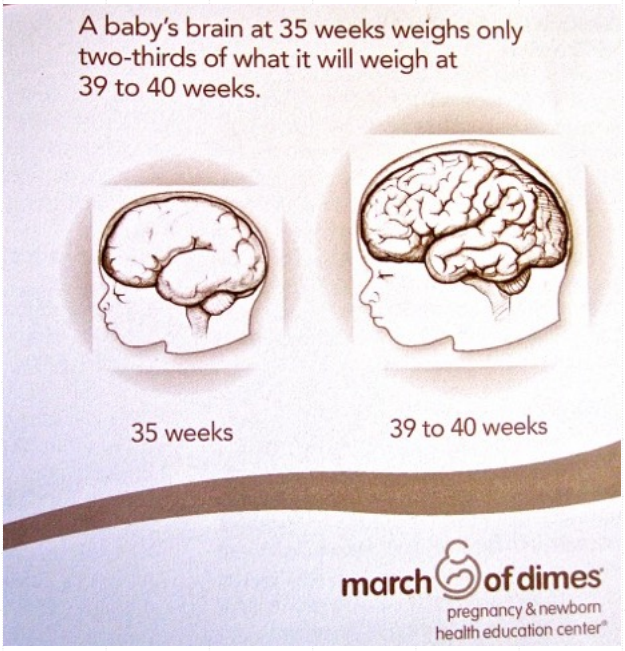
- https://www.tiktok.com/@theothernedjohnson/video/7075080672700042542?is_copy_url=1&is_from_webapp=v1

Why is it important to help kids develop executive skills?



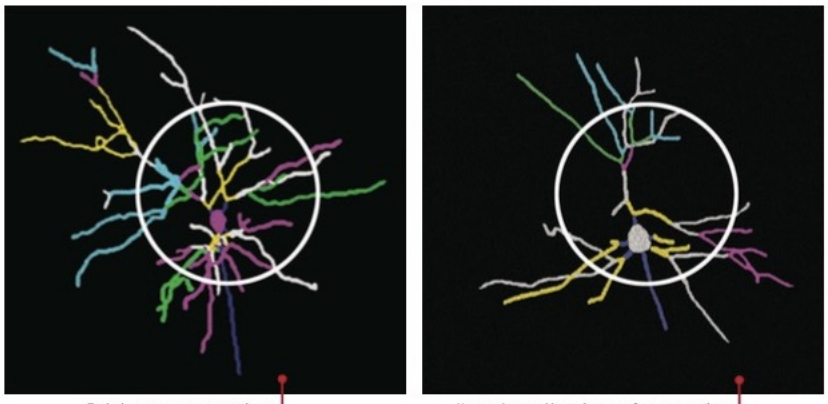
Where in the brain are executive skills located? In the frontal lobes (just behind the forehead)





CORE CONCEPTS IN THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT

Toxic Stress Damages Developing Brain Architecture



Typical neuron: many connections

Neuron damaged by toxic stress: fewer connections

6

Scientists now know that chronic, unrelenting stress in early childhood, perhaps caused by extreme poverty, neglect, repeated 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 strong, unrelieved 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.

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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.

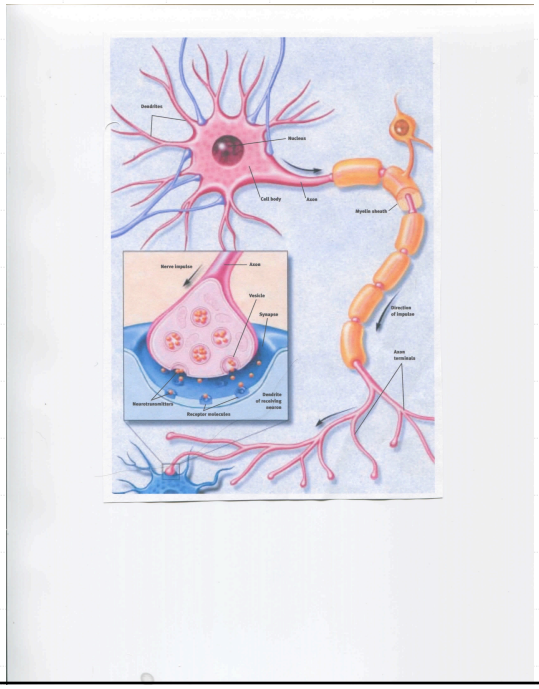
Using a 'Whac-a-Mole' style game, researchers from the Motivation, Inhibition and Development in ADHD Study (MIDAS) group at the University of Nottingham found evidence that children with ADHD require either much greater incentives -- or their usual stimulant medication -- to focus on a task. When the 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?

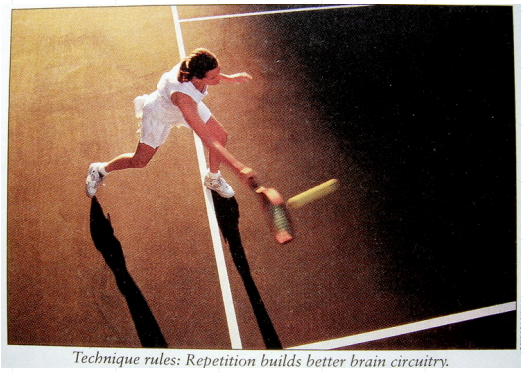
Through a process called myelination. Myelin acts as insulation, increasing the speed with which nerve impulses are transmitted. The faster the impulse, the better the skill.



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…



Technique rules: Repetition builds better brain circuitry.

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

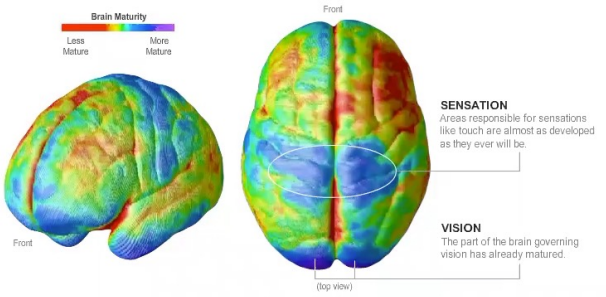
Published: September 15, 2008

FACEBOOK TWITTER GOOGLE+ EMAIL SHARE

The Child's Developing Brain

Different areas of the brain mature at different rates, which helps explain many of the intellectual and emotional changes seen in children, teens and young adults. While no two children develop in exactly the same way, scientists have been able to link certain developmental milestones to changes in brain tissue, observed by MRI scans taken repeatedly over years. Move the slider below to see how the brain matures. Red, yellow and orange patterns indicate undeveloped brain tissue, while green, blue and purple indicate a maturing of the brain.

EARLY DEVELOPMENT
In the first few years of life, areas of the brain devoted to basic function change at a rapid pace. By age 4, primary senses and basic motor skills are almost fully developed. The child can walk, hold a crayon and feed himself.

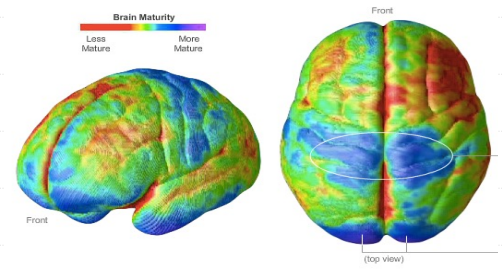


4 years old

Age 21: Executive Functions
Go to Age 9
Birth Age 4 Age 9 Age 15 Age 21

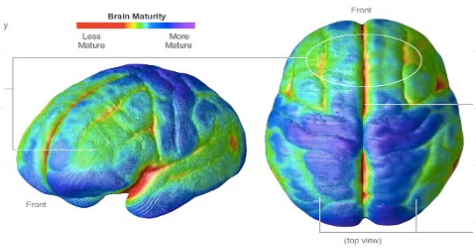
Brain images courtesy of Dr. Paul Thompson, University of California, Los Angeles. Source information provided by Dr. Jay Giedd, National Institutes of Mental Health. Produced by Tara Parker-Pope, Jon Huang, and Mike Mason/The New York Times

What can the 13-year-old brain do?



4 years old

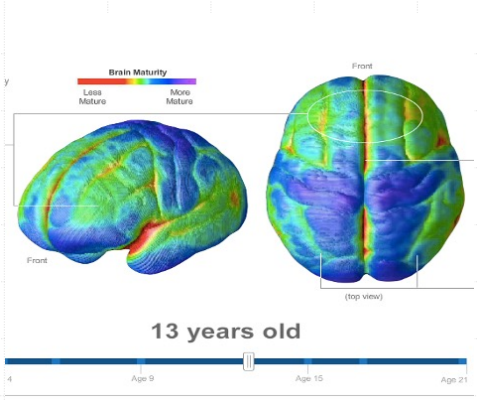
4 Age 9 Age 15 Age 21

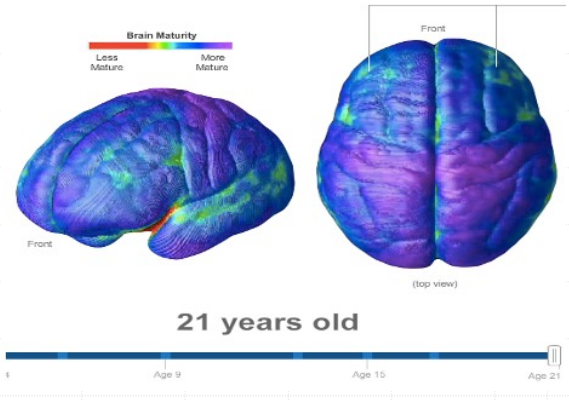


13 years old

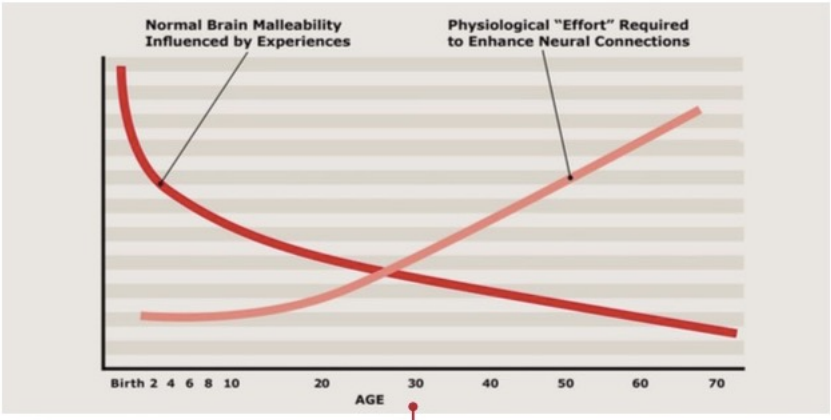
4 Age 9 Age 15 Age 21

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, those 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 rewire 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: P. Levitt (2009)*

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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.).

Name: _____ Person(s) Interviewed: _____

PRESENTING CONCERNS:

SCHOOL HISTORY:

- **Possible tests**

Academic—
Behavioral/Social—
Previous evals/teacher concerns—
Special Ed or 504—
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—

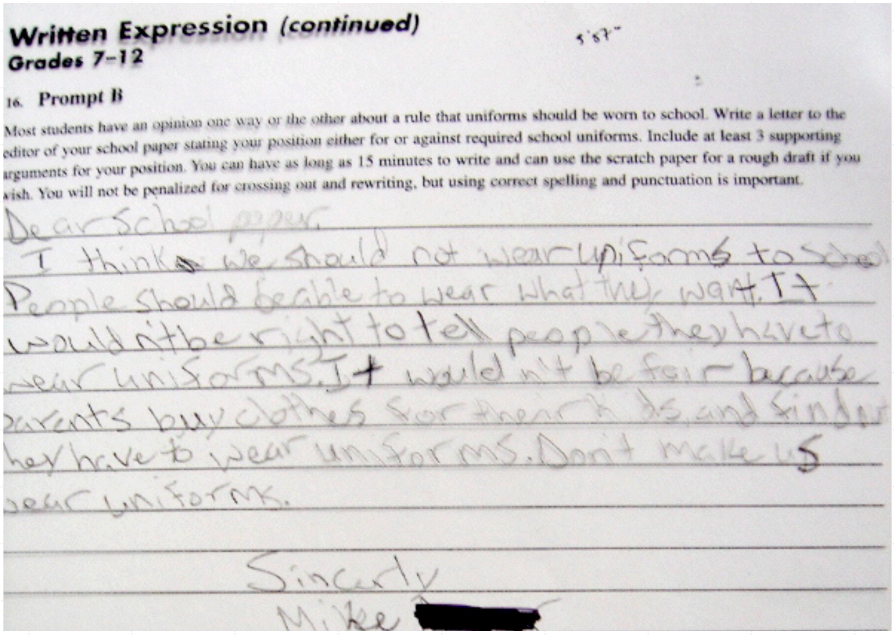
Limitations of Formal Assessment

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.



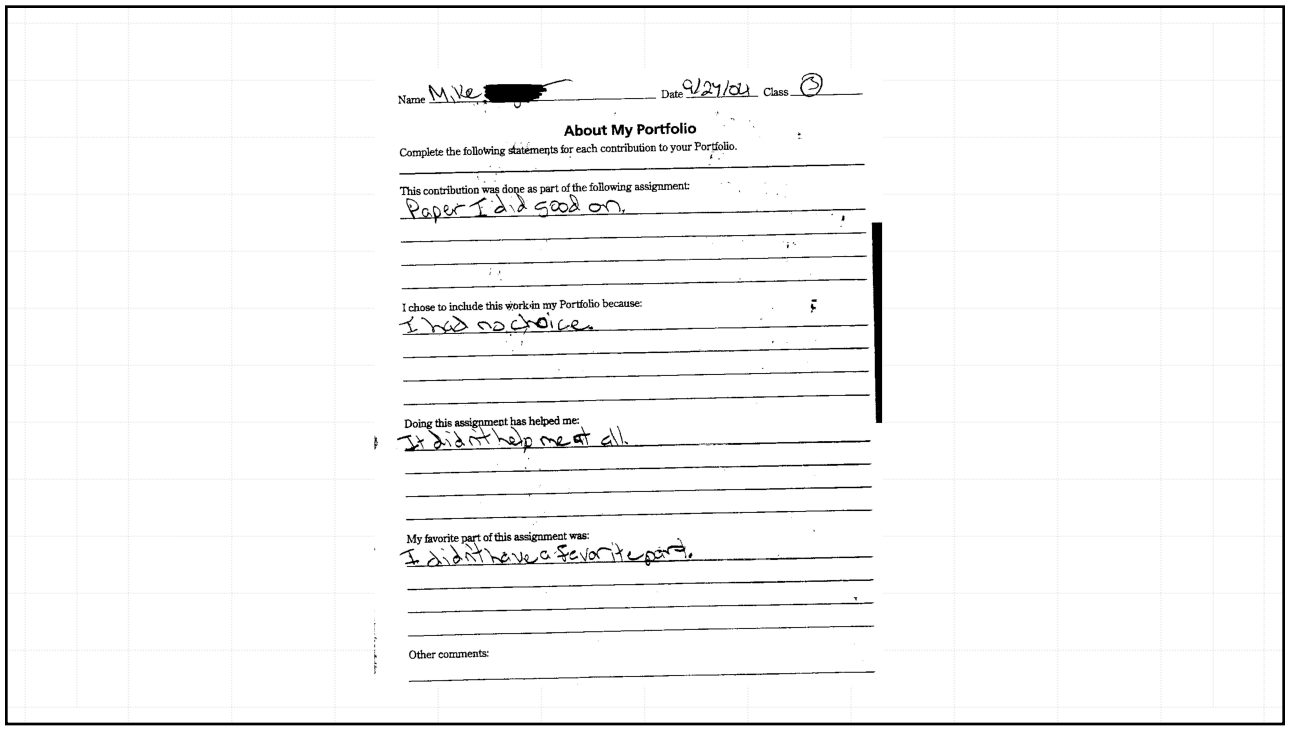
Written Expression (continued)
Grades 7–12

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'nt be right to tell people they have to wear uniforms. It would n't be fair because parents buy clothes for their kids and kinda her have to wear uniforms. Don't make us wear uniforms.

Sincerly
Mike [redacted]



Name Mike [redacted] Date 9/29/04 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 I did good on.

I chose to include this work in my Portfolio because:
I had no choice.

Doing this assignment has helped me:
It didn't help me at all.

My favorite part of this assignment was:
I didn't have a favorite part.

Other comments:

There are 3 primary ways parents and teachers can help kids with weak executive skills:

Change the environment to reduce the impact of weak executive skills.

Teach the youngster executive skills.

Use incentives to get youngsters to use skills that are hard for them.

Move from external to internal: critical dimensions

EXTERNAL	→	INTERNAL
CHANGE ENVIRONMENT	→	CHANGE CHILD
EXTERNAL CUE	→	SELF-CUE

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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.

Ways to modify the environment

1. Change the physical or social environment
2. Modify the tasks we expect children to perform
3. Change the way adults interact with kids.

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.

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").

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.

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)

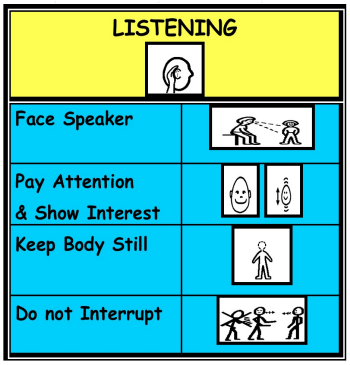
_____ Correctly computes and solves the problem. (2)

_____ Writes the answer in the blank in the sentence. (1)

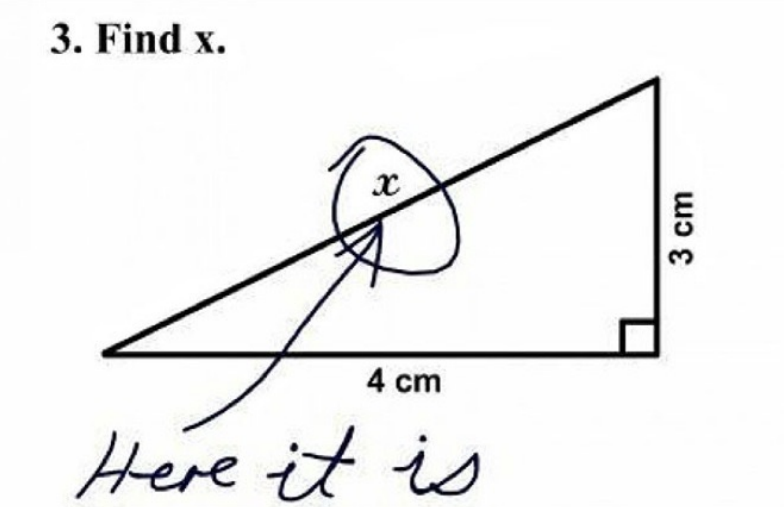
2 end-of-day routines

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.

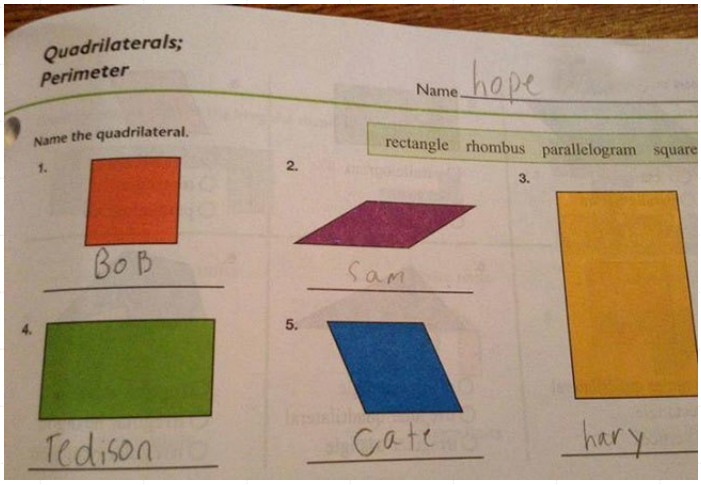
Make steps more explicit Example: How to listen



Some kids have trouble making inferential leaps



Some kids have trouble making inferential leaps

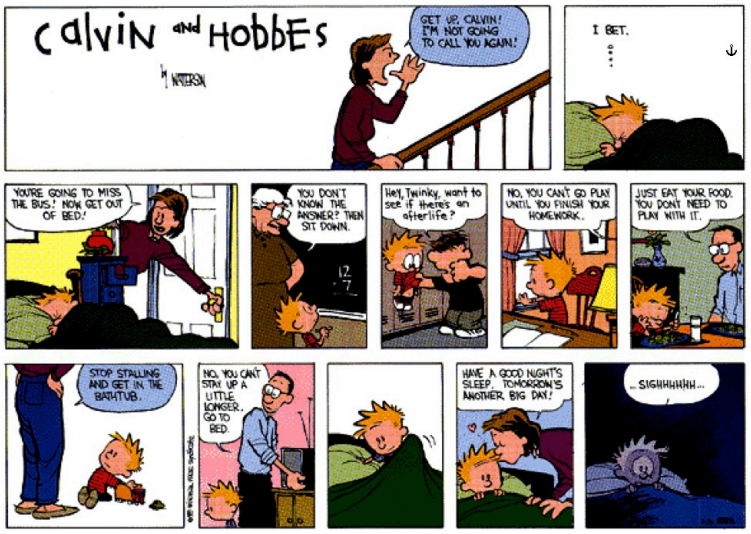


Who benefits from environmental modifications?

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).

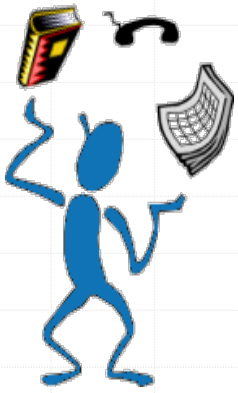
What are your thoughts?

- https://www.tiktok.com/@theothernedjohnson/video/7075080672700042542?is_copy_url=1&is_from_webapp=v1

The formula for teaching executive skills

1. Embed the skill in a daily routine
2. List the steps in the routine
3. Walk the child through the steps repeatedly
4. Create a visual that outlines the routine
5. Fade the prompts by having the child use the visual to follow the routine

SCHOOL STUDENT ORGANIZATION SYSTEM



Cougar HONOR Code…	CLASSROOMS	HALLS/ OUTSIDE	LUNCHROOM	ASSEMBLIES CONCERTS & SPECIAL EVENTS	ATHLETIC ACTIVITIES & LOCKER ROOMS
HONESTY - adherence to moral and ethical principles; soundness of moral character; integrity	• Be honest • Be trustworthy • Engage in honest and ethical behavior Ex. Do your own work. Give your personal best. Respond honestly	• Do the right thing • Engage in honest and ethical behavior. Ex. Take lost items to the office; report to an adult supervisor when others are engaging in negative or harmful behavior.	• Be inclusive – invite others to join you • Take only what you can eat • Practice good manners • Eat your own food • Leave others food	• Be kind to presenters/performers/presenters with your	• Accept officials calls • Follow all guidelines set up by the event Ex. Pay admission fee, stay in designated area, follow directives of adults
OWNERSHIP - trait of being answerable to someone for something; able to make rational decisions on one's own	• Be on time • Be prepared for class. • Comply with classroom rules and expectations Ex. Listen when others are talking. Assignments are completed and turned in on time. Materials are brought to class.	• Take care of yourself, your belongings, and your school. • Arrive and leave at appropriate time. Ex. Wait at grade level door; keep lockers clean, pick up trash.	• Go. The talk/ate		ctivity clean. ility and equipment. ash when you leave. Don't
COMMUNICATION - to express thoughts, feelings, or information easily and effectively	• Communicate in a positive manner • Appropriately participate in discussions • Speak respectfully with a positive attitude. Ask questions, as needed Ex. Politely ask for help, not answers.	• Use appropriate and courteous verbal and non-verbal language. Ex. Use appropriate language and volume. Say "excuse me" when passing in a crowded hallway.	• Quiet Ex. "throw food voic		• Report problems to appropriate adults. • Communicate in a positive manner Ex. Ask an administrator or staff member for help. Encourage each other on the court.
ORGANIZATION - to put together into an orderly, functional, structured whole; to arrange in a coherent form	• Have binder and materials with you • Complete planner • Keep papers where they can be easily found.	• Walk on right side of hallway/sidewalks • Keep locker neat and clean	• Keep area free of debris – pick up spills • Go through lines as directed by staff • Line up appropriately in designated areas	• Sit in assigned areas • Enter/exit area without bothering others	• Have appropriate equipment for PE/practice • Keep items locked in lockers • Take home and launder clothes • Have activity ticket or admission.
RESPECT - proper acceptance or courtesy; show regard or consideration for; a sense of the worth or excellence of a person	• Be courteous • Treat others the way you want to be treated • Respect self, others and property • Allow everyone to learn in their own way Ex. Everyone uses "please" and "thank you."	• Respect others' personal space • Help others. • Cool's behavior does not interfere with others. Ex. A student drops his books, someone helps pick them up. Leave others' lockers alone, keeping hands/feet to self.	• Be courteous to lunchroom staff and others. • Good manners are practiced. Ex. Students raise hand to ask permission. Use "please" and "thank you."	• Attention is on the speaker, sit quietly, keep hands to self • Be on time and stay until the event is over Ex. Applaud positively at the appropriate time.	• Show sportsmanship. • Do not bully, threaten, or harass others in the locker room • Encourage SMS teams in a positive manner. Ex. Cheer for SMS teams and not taunt the opposing team, officials, etc.

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

2 BASIC GOALS

- COMPLETE THE WORK

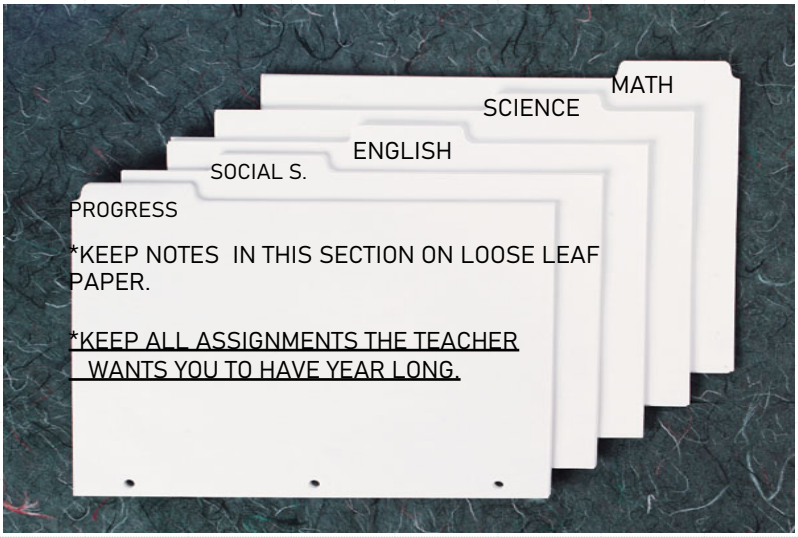
- TURN THE WORK IN

THE 5 BASIC RULES OF THE BINDER

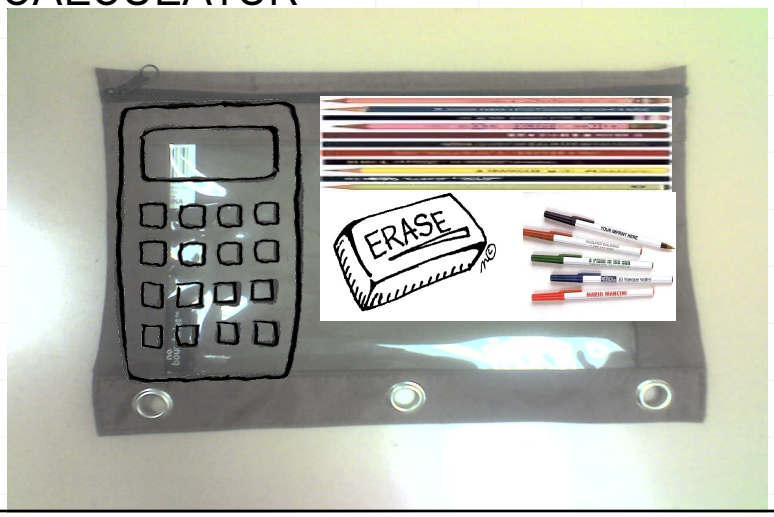
1. DIVIDE SUBJECTS WITH TABS
2. TRASH ASSIGNMENTS NO LONGER NEEDED
3. PUT DUE DATES ON ALL ASSIGNMENTS
4. POCKET FOR INCOMPLETE HOMEWORK /COMPLETED HOMEWORK
5. KEEP IT WITH YOU ALL OF THE TIME

PROVIDE A VISUAL OF THE WORKLOAD

IMPORTANT COURSE DOCUMENTS

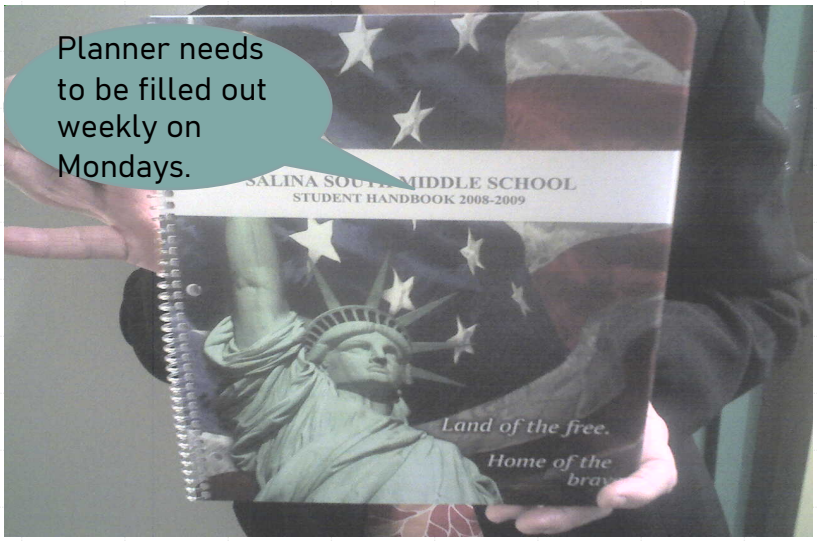


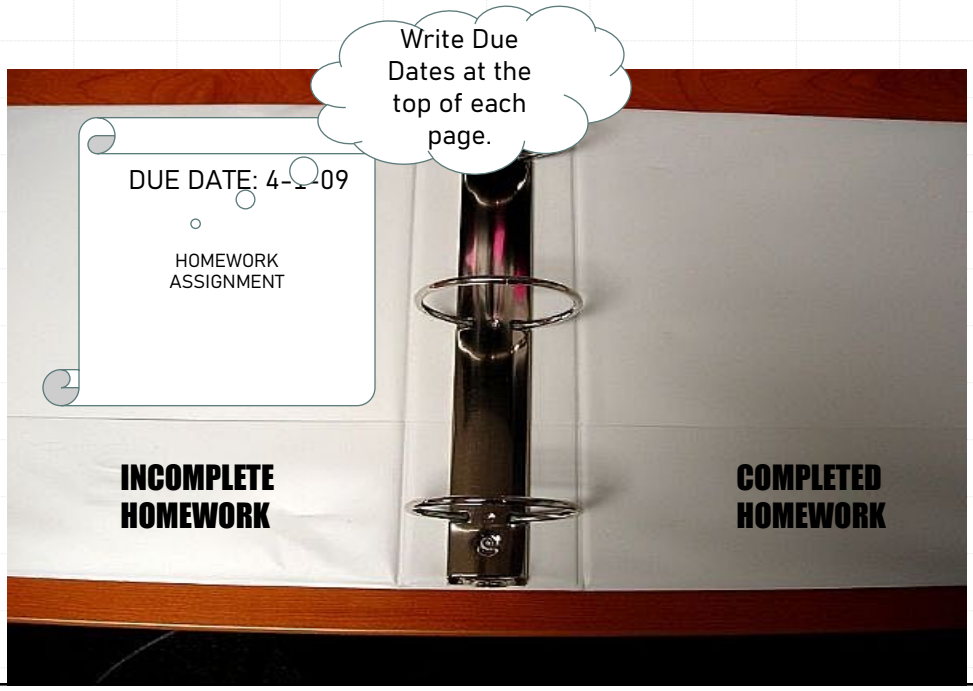
PENCIL BAG: PENCILS, ERASERS, PAPER CLIPS, PENS, AND CALCULATOR

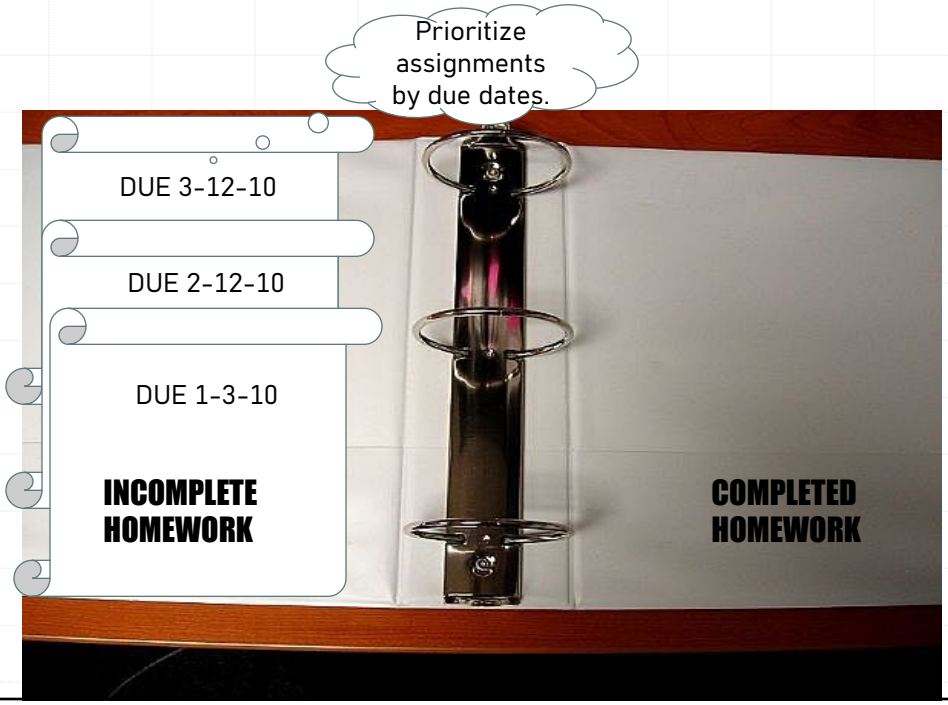


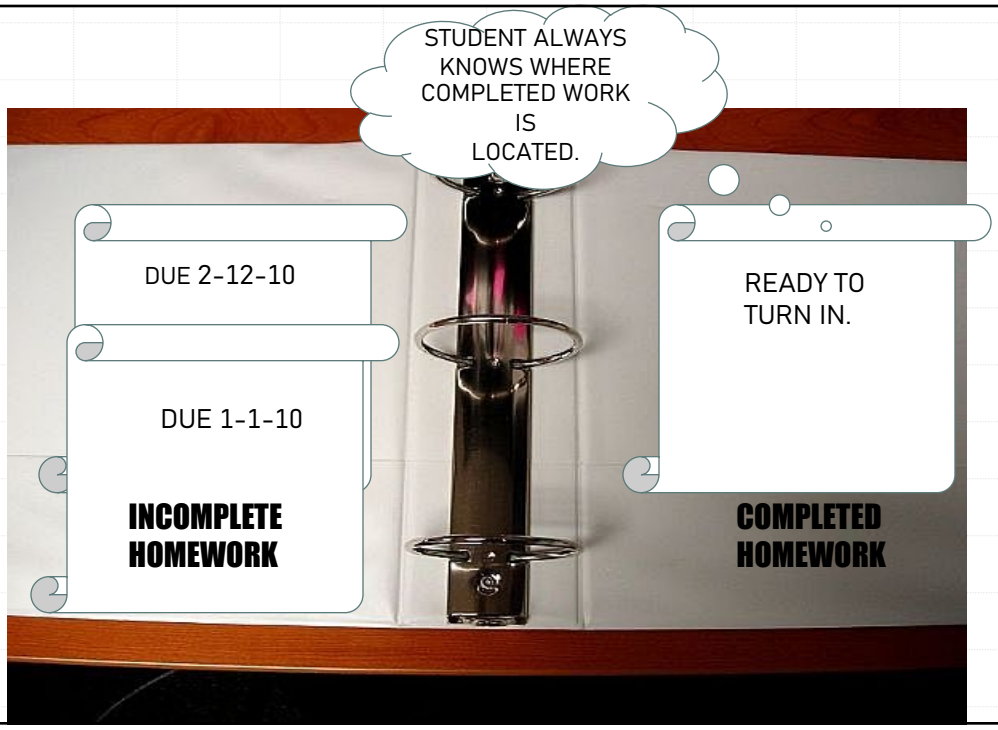
LOOSE LEAF PAPER

STUDENT PLANNER/HANDBOOK

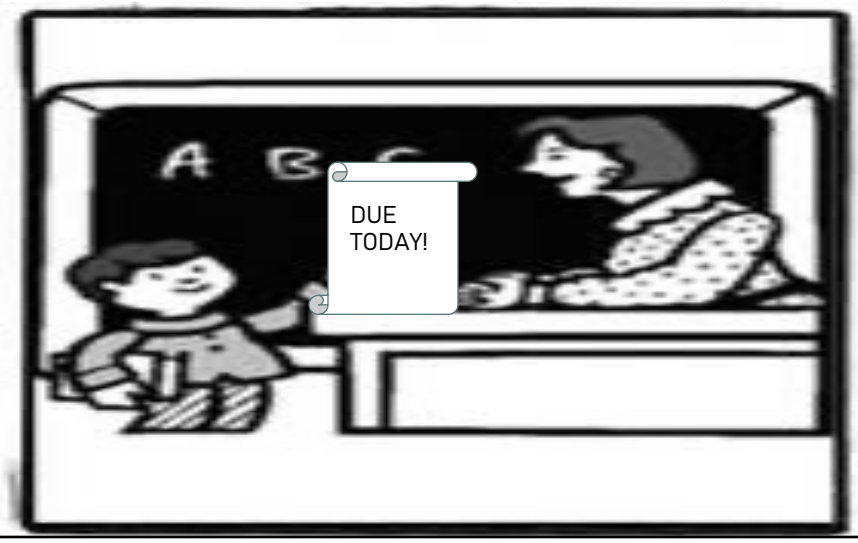


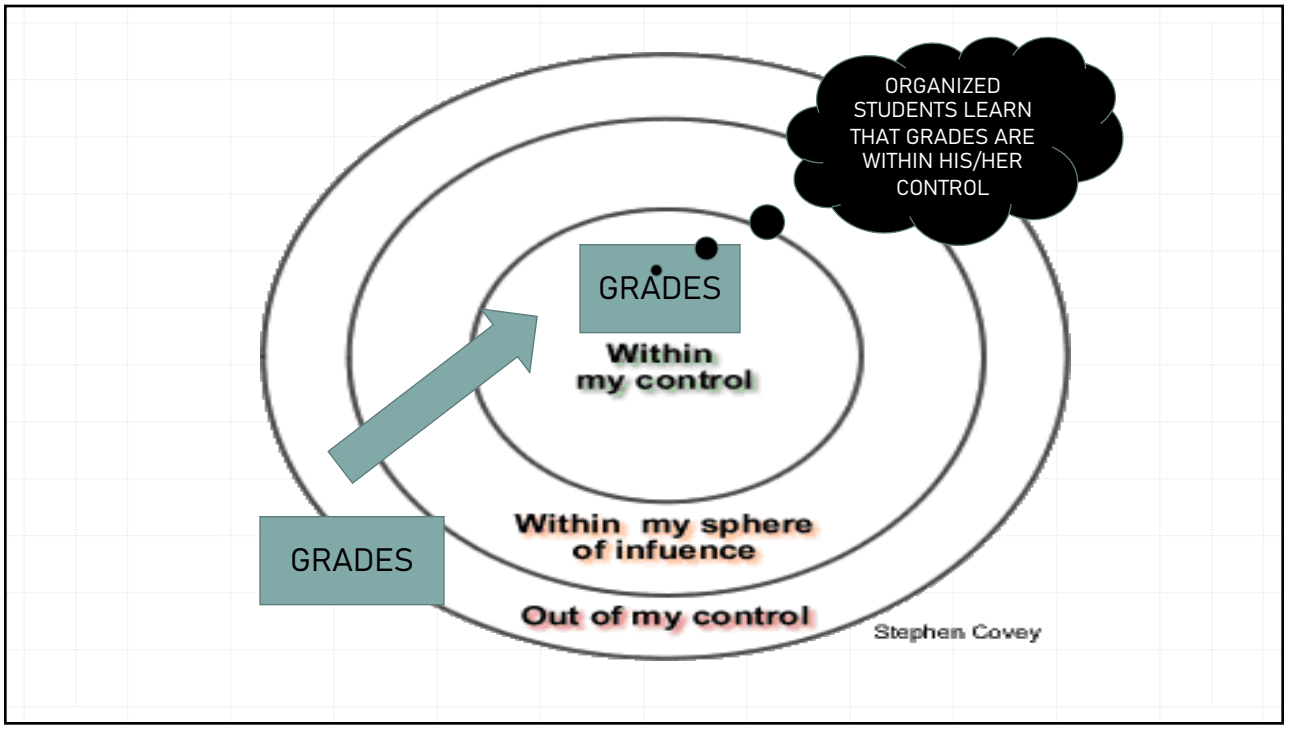

Write Due Dates at the top of each page.
DUE DATE: 4-1-09
HOMEWORK ASSIGNMENT
INCOMPLETE HOMEWORK
COMPLETED HOMEWORK


Prioritize assignments by due dates.
DUE 3-12-10
DUE 2-12-10
DUE 1-3-10
INCOMPLETE HOMEWORK
COMPLETED HOMEWORK



TURNING THE ASSIGNMENT IN





7TH AND 8TH GRADE MONITORING SYSTEM

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
	1st HOUR ALL 7TH AND 8TH GRADE TEACHERS	ALL 7TH AND 8TH 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**

Work with Students to Create a Cheat Sheet

Subject	Link to class syllabus	Where are assignments posted?	Where can I find course materials?	How do I turn in assignments?	Who else in my class can I contact?	Teacher contact information	Teacher Office Hours
	[HOTLINK]	[HOTLINK]	[HOTLINK]	[HOTLINK]			

Link to Password/Login Cheat Sheet: [HOTLINK]

Other important information or hotlinks:

5 Steps for Embedding Executive Skills into Classroom Lessons and Throughout the School Day

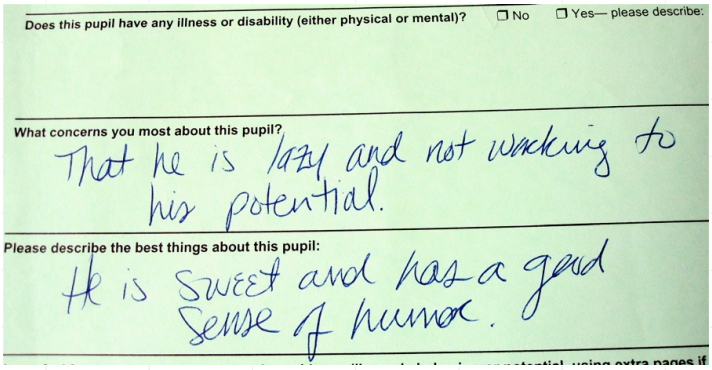
Steps to Follow

1. Familiarize yourself with what executive skills are and how they impact learning.

Steps to Follow

2. Learn to apply the executive skill terminology to student learning and behavior.

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.

Instead of calling students this:	Describe them as having challenges in this:
Lazy	Task initiation
Unmotivated	Sustained attention
Not working to potential	Response inhibition
Disruptive	Emotional control
Oppositional	Flexibility
Messy	Organization
Tardy	Time management
Forgetful	Working memory
Absent-minded	Goal-directed persistence
Lacking a work ethic	

Steps to Follow

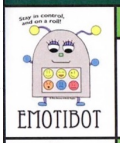
3. Introduce to students the vocabulary and concepts of executive skills.

- Use "superheroes" (http://efs2therescue.com) or weekly lessons (Train Your Brain folder in Dropbox)
- www.efintheclassroom.net (Mountain View)
- My YouTube channel (Rachael Ramsey)
- https://drive.google.com/drive/folders/0B4kId0327lZdb3NBaWlrSkxxejQ?resourcekey=0-AsEWT4RrqkD9LgAkr8i_jw&usp=sharing
  (Bedford ES materials)

Montcrest School
Key Elements

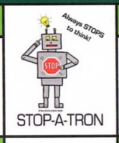
- Started with a small study group
- Whole school participation in design and implementation
- Use of "super heroes" to introduce each skill (available at http://efs2therescue.com)
- Emphasis on strategies, with options posted in classroom
- Included in report card, with self-assessment for older students

EXECUTIVE FUNCTIONS DEFINITIONS



Emotional Control

The ability to recognize and regulate emotions in order to achieve goals, complete tasks, and direct behaviour.



Response Inhibition

The capacity to stop, evaluate, and think before you act.

Flexibility

The ability to revise a plan in the face of obstacles, setbacks, new information, or mistakes. Flexibility involves adaptability to changing conditions.

Shifting and Time Management

The ability to move appropriately from one situation to another. The capacity to estimate and to use time effectively.

Goal-Directed Persistence

The capacity to persevere and follow a task through to completion.

Sustained Attention

The capacity to attend to a situation or task in spite of distractibility, fatigue, or lack of interest.

Reflection

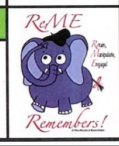
The ability to self-monitor and self-evaluate by asking, "how am I doing?" or "how did I do?"

Task Initiation

The ability to begin a task in a timely fashion.

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.



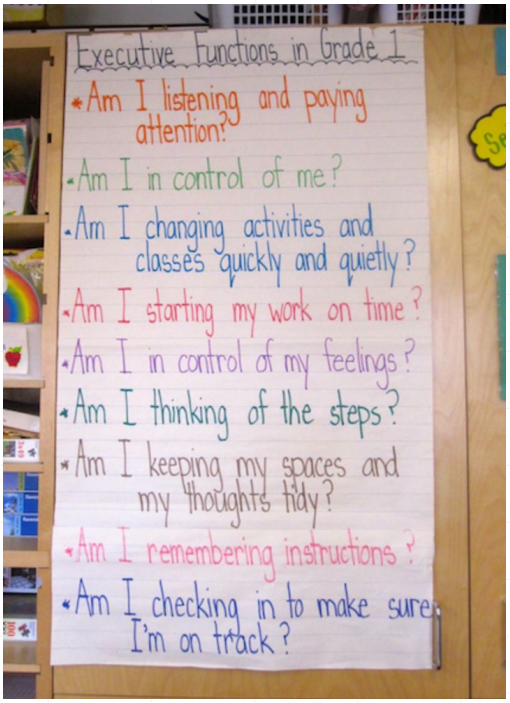
Working Memory

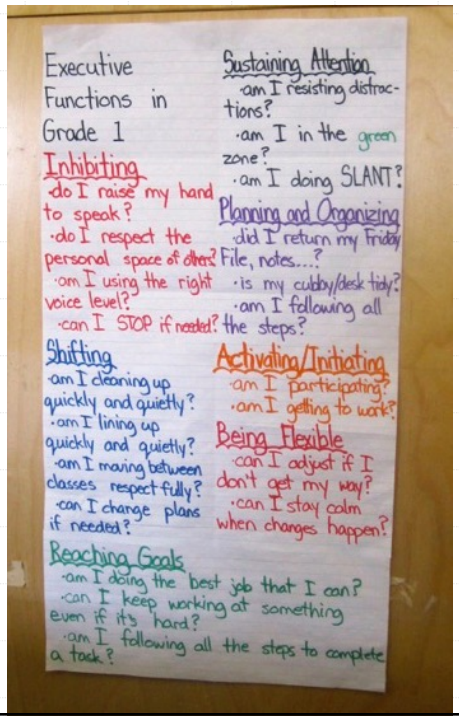
The ability to hold information and past experience/learning in mind while performing complex tasks.

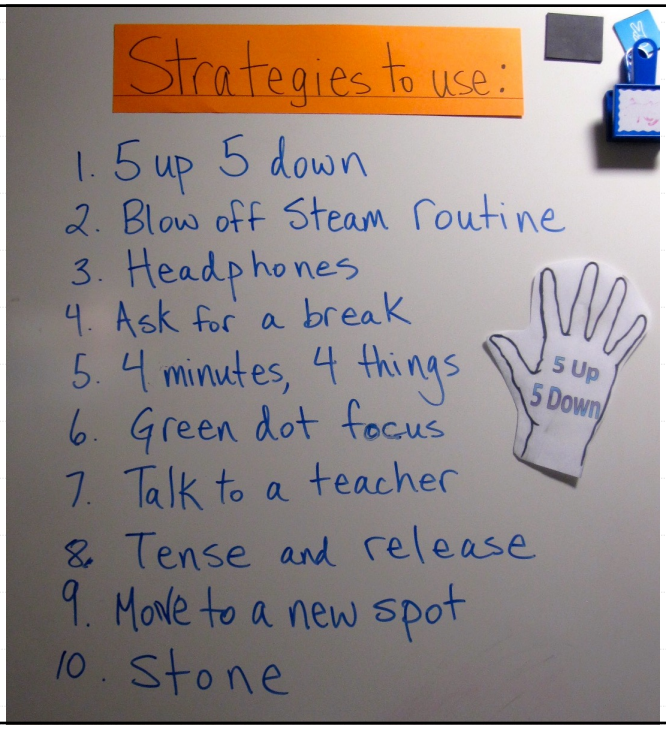
In your presentation, you mentioned the characters from EFs 2 the Rescue. I purchased *Executive Skills in Children and Adolescents* to learn more about them and have visited the EFs website as well. I have been using those characters with my students ever since–they bring so much meaning to the definitions of the functions. I have overheard students saying comments like "You should have used Plan Man" when homework wasn't completed or "I had to use Flexi Lexi when my mom had told me I could play video games right after school, but then she stopped by the store first."

~Nicki Winter

www.brilliantstrengths.com




Executive Functions in Grade 1
Inhibiting
·do I raise my hand to speak?
·do I respect the personal space of others?
·am I using the right voice level?
·can I STOP if needed?
Shifting
·am I cleaning up quickly and quietly?
·am I lining up quickly and quietly?
·am I moving between classes respectfully?
·can I change plans if needed?
Sustaining Attention
·am I resisting distractions?
·am I in the green zone?
·am I doing SLANT?
Planning and Organizing
·did I return my Friday File, notes...?
·is my cubby/desk tidy?
·am I following all the steps?
Activating/Initiating
·am I participating?
·am I getting to work?
Being Flexible
·can I adjust if I don't get my way?
·can I stay calm when changes happen?
Reaching Goals
·am I doing the best job that I can?
·can I keep working at something even if it's hard?
·am I following all the steps to complete a task?


Strategies to use:
1. 5 up 5 down
2. Blow off Steam routine
3. Headphones
4. Ask for a break
5. 4 minutes, 4 things
6. Green dot focus
7. Talk to a teacher
8. Tense and release
9. Move to a new spot
10. Stone
5 Up
5 Down

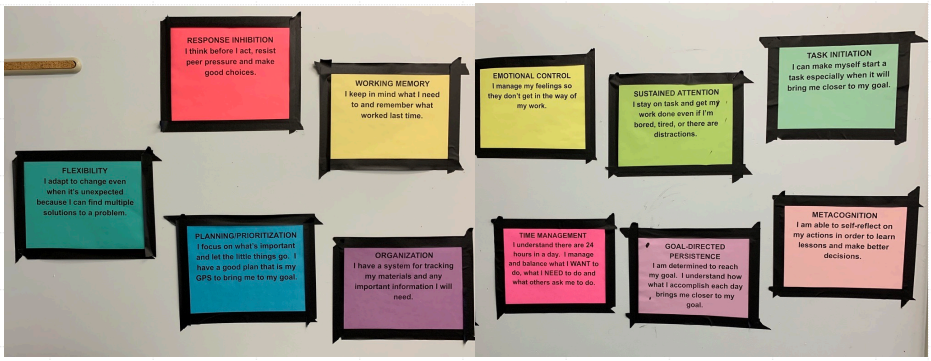
Mountain View School
Key Elements

- 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

www.efintheclassroom.net (Mountain View)

Ways to Give Students the Terminology and Concepts of Executive Skills: Classroom Posters

Walter Fitzgerald School, Fairfield CT

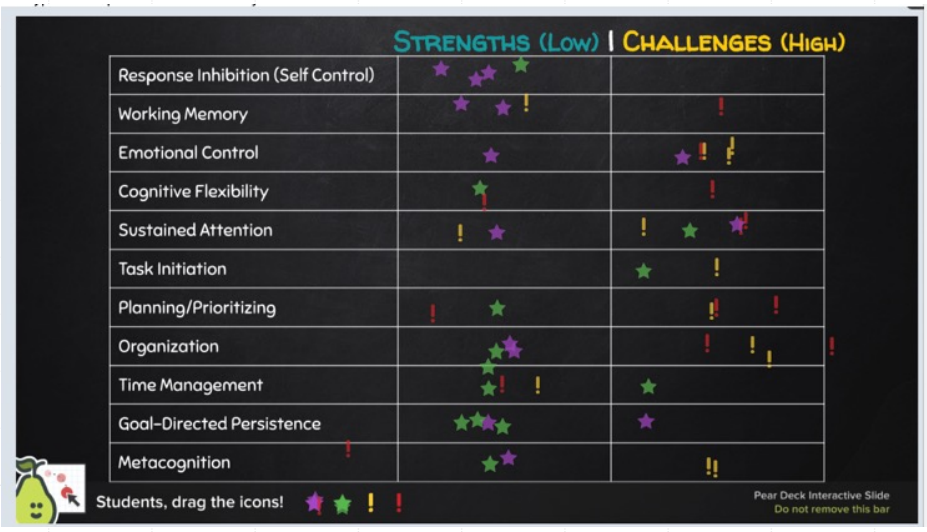


Posters can spark conversations

Desktop Strips with Terms and Definitions

- Source: Laurie Faith
- http://activatedlearning.org

Create a composite class profiles



Steps to Follow

4. Find ways to illuminate where in a student's life at home and at school executive skills present themselves and give students the opportunity to make these connections on their own.
   - Classroom lessons
   - Independent seatwork
   - In the cafeteria
   - In the hallways
   - On the school bus
   - Playing sports
   - With friends
   - After-school or summer jobs
   - Doing homework
   - Other situations at home (e.g., chores, getting along with parents or siblings)

Steps to Follow

5. Incorporate executive skills into daily routines, lessons, classwork, and homework assignments. Be explicit with students about how the skill contributes to mastery of content and how they can identify strategies to overcome obstacles that may get in the way of using those skills effectively.

Teach the skill directly and have students practice it

Example: teaching students to pay attention

Plan for Paying Attention

Before Starting

In the zone ☐ NOT in the zone ☐

What do I do to get in the zone?

How long am I going to work? _____ minutes

What's my goal for this work session (e.g., finish 10 math problems; write for 15 minutes, etc.)?

While I'm working I will reduce distractions by...

While I'm Working

Time I started working? ___: ___

How often am I getting off-task? Use tally marks to track (~~////~~)

After I'm Done Working

Time I finished working? ___: ___

I met my goal: Yes ☐ No ☐

What worked?	
What got in the way?	
What I'll try next time:	

Embed Executive Skills in Classroom Lessons

Describe	Identify	Identify	Decide on
Describe the lesson being taught.	Identify the executive skills the lesson requires students to use.	Identify potential obstacles that might prevent the student from using those skills effectively.	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	• Organization • Working Memory	• Poor spacing/messy handwriting • Forgetting steps	• Use large grid graph paper • Use checklist with each step numbered or color-coded
English Learning Vocabulary Words	• Working Memory • Metacognition	• Difficulty retaining meanings (ineffective study habits)	• Make up "silly sentences" for each word • Use flash cards- word on side 1, definition with cartoon drawing on side 2

Clinical/Behavioral Examples

Problem Situation	Executive **Skill(s)**	Obstacle	Strategy
Fighting with older brother	• Emotional control • Response inhibition	• Brother "pushes her buttons"	
Plays video games instead of doing homework	• Response inhibition • Task initiation	• Can't say no when friends ask him to play • Can't stop once he's started playing	

ACTIVITY

Try out this process with a classroom lesson or a clinical problem situation

Embed Executive Skills in Classroom Routines: 3 examples

Making homework plans

Bringing home necessary materials at the end of the day

Remembering to hand in homework

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

Embed Executive Skills in Classroom Routines

Problem situation	Executive Skill(s)	Routine	Estimated time required
Students forgetting to bring home homework materials	Working memory Organization	List items on board that students need to bring home; pair them off so each student makes sure their partner has everything they need	5-10 minutes

Embedding Executive Skills in Classroom Routines

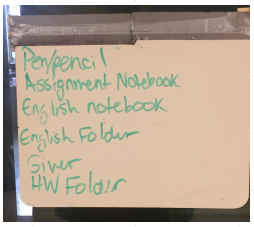
Problem situation	Executive Skill(s)	Routine	Est. time required
Students forgetting to hand in homework	Working memory	Stand by door at end of class and accept completed homework.	3-5 minutes

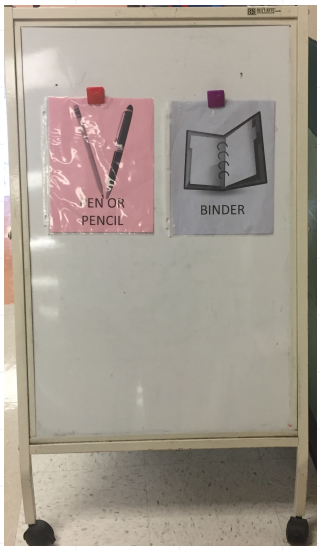
Peg's Take on the "Perfect" Intervention for Executive Skills

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





ACTIVITY:

Design a classroom routine that takes no more than 5-10 minutes a day or 15 minutes once a week.

Additional Examples of Classroom Routines

- End class 5 minutes before the end of the period or day and make sure students write down homework assignments and put necessary materials in backpacks

  EXECUTIVE SKILLS: working memory, organization, planning
- Begin the school day with a class check-in (How are you feeling on a scale of 1 to 5?)

  EXECUTIVE SKILL: emotional control
- Have a homework collection routine

  EXECUTIVE SKILLS: working memory, organization
  - Write grade goal on desk with dry erase marker

  EXECUTIVE SKILL: goal-directed persistence

Additional Examples of Classroom Routines

- Ask students to make a homework plan (what are you going to do, how long will each task take, where will you work?)

  EXECUTIVE SKILLS: working memory, task initiation, planning, time management

  - Ask students to make a "mini-plan" for what they will accomplish in class that day

  EXECUTIVE SKILLS: task initiation, sustained attention, planning, time management, goal-directed persistence

  - Ask students to evaluate how well they did on a test or assignment (what went well, what didn't go so well, what will they do differently the next time)

  EXECUTIVE SKILLS: goal-directed persistence, metacognition

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

For interventions, research shows that ones thought up by adults to help adolescents often don't work. Young people should have the space to develop new ideas and put them in practice themselves. That is something I have also learned over time — if adolescents can invent their own approach, it is much more likely to work.

Evelyn Crone,
Developmental Neuroscientist
Leiden University,
The Netherlands

How to implement a student-centered intervention

1. Start by identifying the student's strengths.
2. Describe the problem behavior or the problem situation.
3. Identify the executive skill(s) that might be contributing to the problem.
4. Determine the setting in which the behavior is most likely to occur.
5. Decide what to address first. In other words, select one setting or activity or change one small part of the student's behavior that, if successful, would lead you to say, "This is better."

How to implement a student-centered intervention

6. Obtain buy-in from the student:
   - Describe the problem in a non-judgmental way.
   - Talk about why it's a problem and what positive effect might come from trying to change the behavior.
   - You might ask the student to observe another student in the class who handles the situation successful and then have them share their observations with you.
   - Ask the student if they're willing to work with you to come up with a strategy to solve the problem.

How to implement a student-centered intervention

7. With the student, brainstorm possible strategies for handling the problem.
   - Think about environmental modifications that might work.
   - Talk about whether there's an incentive that might make it easier to work on improving the skill.
   - Consider ways to briefly practice the skill.
   - If the student can't come up with ideas on their own, make a few suggestions and see if they're willing to choose one to try.
8. Decide on a way to measure progress (e.g., chart, graph, checklist, behavior count, rating scale, tracking grades on tests or assignments).

How to implement a student-centered intervention

9. Come up with a game plan for implementing the intervention
   - Walk through the steps from start to finish (mentally, verbally or physically rehearse it).
   - Check in with the student just before the target situation.
   - Prompt during the target situation if necessary.
   - Debrief afterwards (always find something to praise).
10. Continue as long as necessary; trouble-shoot when problems arise; change strategies if necessary.

Let's Practice

- Sarah is a social child with lots of friends. During whole-class discussion, she's engaged and frequently raises her hand to participate. She also does well with group activities, but she has the hardest time getting her seatwork done. When the teacher assigns a task, she seems to spend a great deal of time getting organized or she might start it right away, but she becomes quickly distracted. She might get up and sharpen her pencil, go to the bathroom, or talk to the other students sitting at her table. Sometimes she might overhear a conversation at the next table and feel like she has to participate in that discussion. The teacher feels like she's spending a lot of time cueing Sarah to get back to work or asking her how far along she is in her assignment. Even when she does cue her, the next thing she knows, Sarah is rummaging in her desk for something or has started talking to the girl who sits behind her.

Let's Practice

Sarah's Strengths

Let's Practice

Sarah's Strengths
• Good social skills; friendly • Participates in class discussions • Does well with group work

Let's Practice

Problem Behavior	Executive Skill(s)

Let's Practice

Problem Behavior	Executive Skill(s)
• Slow starting seatwork • Fails to finish work on time	

Let's Practice

Problem Behavior	Executive Skill(s)
• Slow starting seatwork • Fails to finish work on time	• Task Initiation • Sustained Attention

Let's Practice

Problem Behavior	Executive Skill(s)
• Slow starting seatwork • Fails to finish work on time	• Task Initiation • Sustained Attention
Setting: Where and When Does the Problem Occur?	

Let's Practice

Problem Behavior	Executive Skill(s)
• Slow starting seatwork • Fails to finish work on time	• Task Initiation • Sustained Attention
Setting: Where and When Does the Problem Occur?	
Any seatwork	

Let's Practice

Problem Behavior	Executive Skill(s)
• Slow starting seatwork • Fails to finish work on time	• Task Initiation • Sustained Attention
Where to Start (Narrow It Down)	

Let's Practice

Problem Behavior	Executive Skill(s)
• Slow starting seatwork • Fails to finish work on time	• Task Initiation • Sustained Attention
Where to Start (Narrow It Down)	
Math seatwork	

Let's Practice

Problem Behavior	Executive Skill(s)
• Slow getting started on seatwork • Fails to finish work on time	• Task Initiation • Sustained Attention
Possible Strategies	
• Study carrel	

Let's Practice

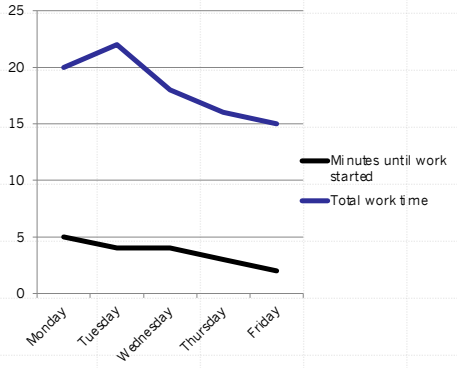
Problem Behavior	Executive Skill(s)
• Slow getting started on seatwork • Fails to finish work on time	• Task Initiation • Sustained Attention
Possible Strategies	
• Study carrell • Flexible seating • Standing desk • Break into smaller pieces • Build in breaks • Peer coach • Reward system for each chunk • Gets to stop when she demonstrates mastery • Signal when needs help	• Work with buddy • Noise cancelling headphones • Chime for breaks • Small organizer with needed materials (with green spot/nonverbal cue to get started) • Laminated checklist • Self-monitoring strategy

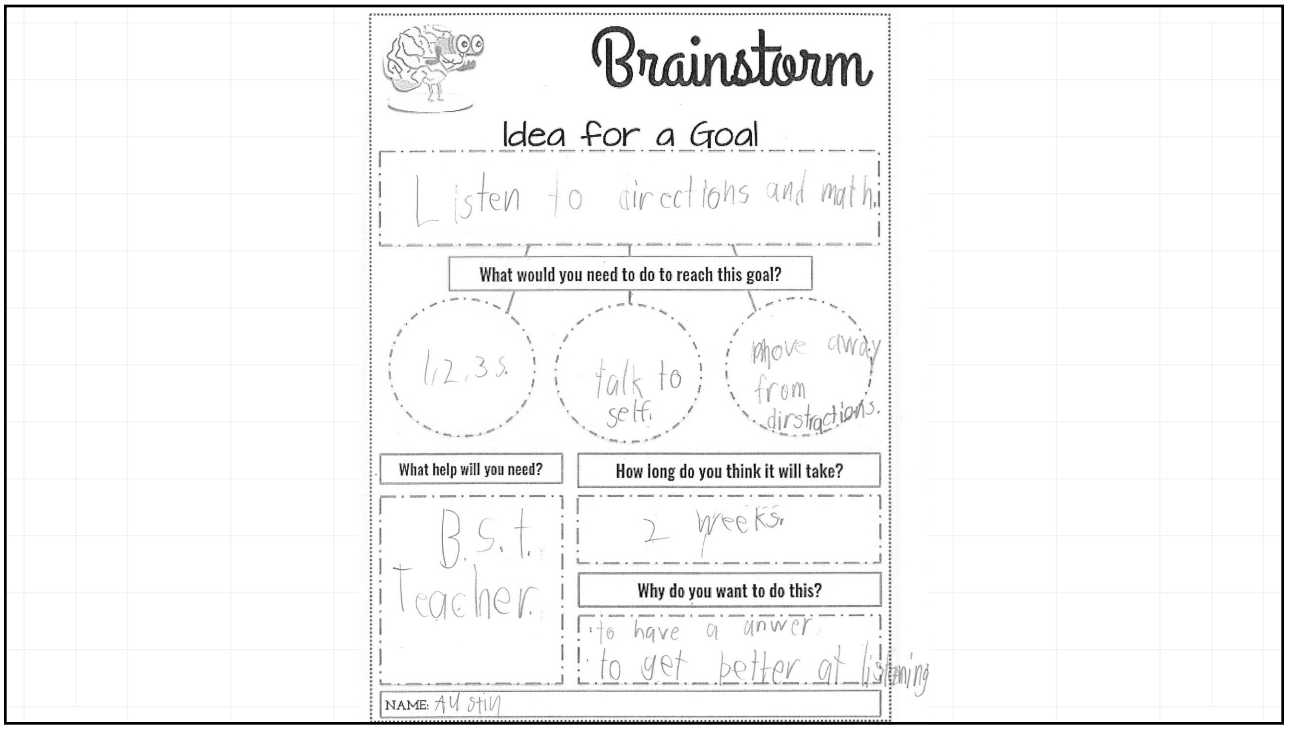
Problem Behavior	Executive Skill(s)
• Slow getting started on seatwork • Fails to finish work on time	• Task Initiation • Sustained Attention
Possible Motivators	

Problem Behavior	Executive Skill(s)
• Slow getting started on seatwork • Fails to finish work on time	• Task Initiation • Sustained Attention
Possible Motivators	
• Sticker chart (for on-time work completion) • Look at function of behavior and give her what she needs appropriately • Give "pom-poms" to kids completing work on time—put in jar for class reward	• Give her preferred class job • Tally the positive behaviors (and graph) • Have her set a goal related to work completion (% work completed or # of days work done on time

Visuals to Track Progress

DAY	WORK START TIME	WORK FINISH TIME
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		





Brainstorm

Idea for a Goal

Listen to directions and math

What would you need to do to reach this goal?

- 1, 2, 3s.
- talk to self.
- move away from distractions.

What help will you need?

B.S.T. Teacher.

How long do you think it will take?

2 weeks.

Why do you want to do this?

to have a answer.
to get better at listening

NAME: AU stiv

Goal: listening to the teacher bring math class.

Plan: I'm draining tape on my mouth to stop 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: A VERSATILE STRATEGY FOR PROMOTING EXECUTIVE SKILL DEVELOPMENT

Our coaching philosophy

"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

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

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

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Key Communication Strategies

The communication skills that are integral to Motivational Interviewing work very well in the coaching process as well.

Reference:

Miller, W. R. & Rollnick, S. (2013). Motivational interviewing: Helping people change. New York: The Guilford Press.

OARS

- Open-ended questions
- Affirmations
- Reflections
- Summarizing

https://www.youtube.com/watch?v=s3MCJZ7OGRk&t=18s

REFLECTIVE LISTENING

Repeat in different words what you heard the student say or was trying to say. "The essence of a reflective listening response is that it makes a guess about what the person means." (Miller & Rollnick, p. 52).

Examples

- Student: "I can't stand that class."
- MI response: "You really don't enjoy being in that class."

- Student: "Homework is pointless. There are other things I'd rather be doing."
- MI response: "You don't feel you get anything out of doing homework and it keeps you from doing things that are important to you."

OPEN ENDED QUESTIONS/STATEMENTS

Questions that cannot be answered with "yes" or "no."

Examples

- How are things going in your classes?
- What do you think gets in the way of you doing your homework?
- Tell me about how you feel about your science grade.

HINT: Use reflections more than open-ended questions. Follow each open-ended question with 2-4 reflections.

AFFIRMATIONS

Pointing out the student's strengths, efforts, achievements, and good qualities.

Examples

- "You are really insightful—your comments during class discussion always seem to move the conversation forward."
- "I love the way you can 'think outside the box!'"
- "The amount of time you spent studying for that test really paid off."

SUMMARIES

Focusing on the key points of a student's comments during a conversation. Summaries are an opportunity to periodically capture the essential features of the student's discussion, to connect these features and present them back to the student.

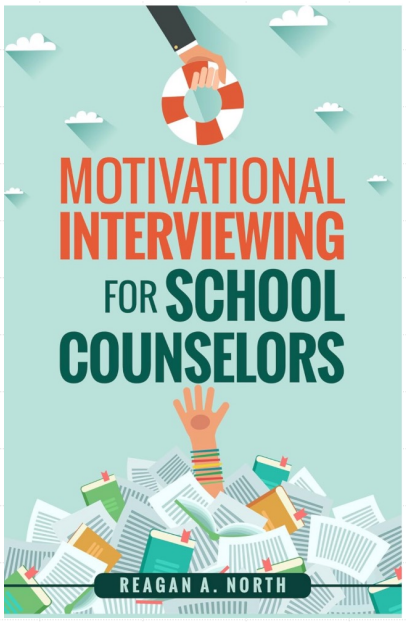
Example

- "You've told me that you think a lot of the homework is pointless and there are other things you'd rather spend your time doing. But you're also not happy with your grade or with the fact that your parents are on your back all the time."

Best Intro to Motivational Interviewing

Motivational Interviewing for School Counselors

by Reagan North



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.

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Goal-setting

Extensive empirical research has documented the value of goal-setting in promoting high levels of performance—in both adults and children.

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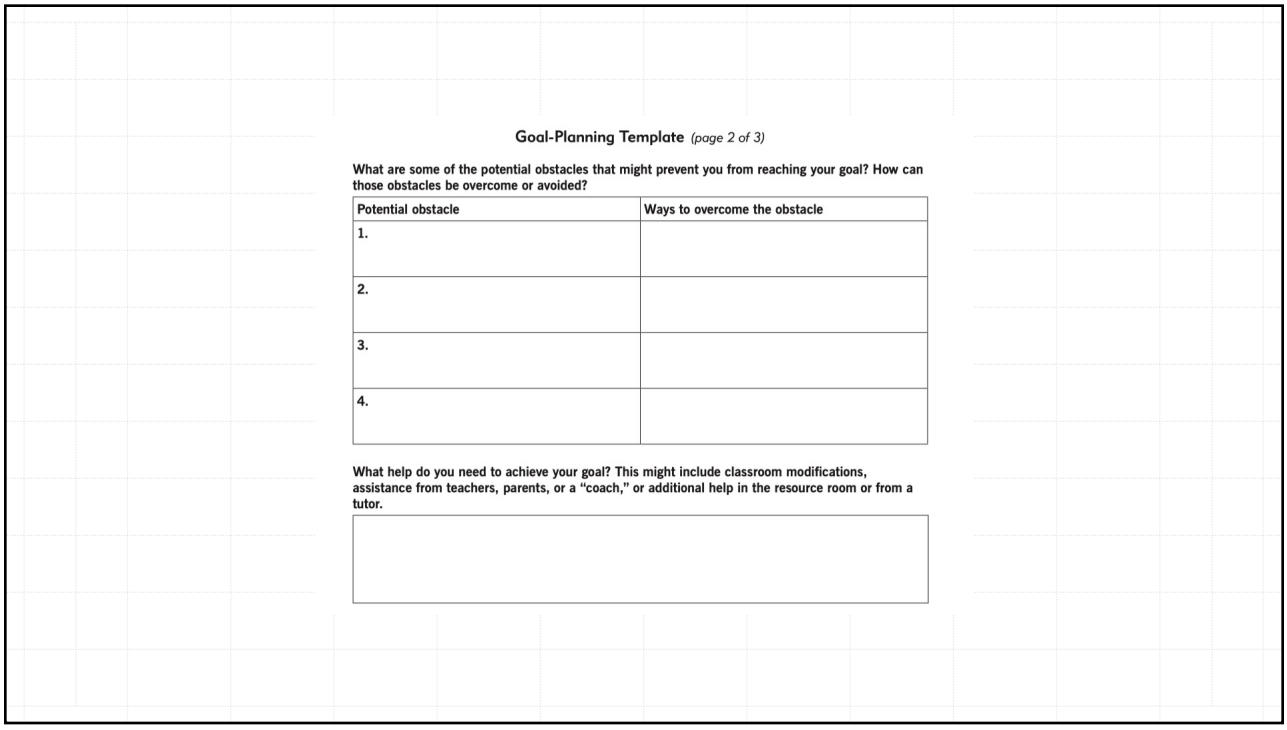
Coaching Ground Rules

- Must be voluntary with teenagers (exceptions may apply to younger students)
- Coaching sessions can be brief but ideally occur daily in the beginning
- Provide lots of support up front; fade gradually with success
- Build in ways to verify student reports

Coaching Steps

- Step 1: Gather Background Information
- Step 2: Define the Long-Term Goal
- Step 3: Discuss Obstacles to Achieving Long-Term Goals
- Step 4: Develop Ways to Overcome the Obstacles
- Step 5: Begin to Develop SMART goal and Action Plan
- Step 6: Conduct Daily Coaching Sessions to Support the Action Plan
- Step 7: Collect progress monitoring data



Goal-Planning Template *(page 2 of 3)*

What are some of the potential obstacles that might prevent you from reaching your goal? How can those obstacles be overcome or avoided?

Potential obstacle	Ways to overcome the obstacle
1.	
2.	
3.	
4.	

What help do you need to achieve your goal? This might include classroom modifications, assistance from teachers, parents, or a "coach," or additional help in the resource room or from a tutor.

Creating a SMART Goal

SMART Goal Planner		
Specific	What EXACTLY do you want to happen?	
Measurable	I will know I have reached my goal when . . .	
Attainable	Can I reach my goal by the deadline?	How confident am I that I can reach my goal? 1 2 3 4 5 Not very So-so Very!
Relevant	Is this goal important to me?	How important is it to me to reach my goal? 1 2 3 4 5 Not very So-so Very!
Time-bound	I will reach my goal by:	

(continued)

Goal-Planning Template *(page 3 of 3)*

Action Plan for Achieving SMART Goal

Steps to follow to complete goal	Target completion date	Done!
1.		
2.		
3.		
4.		
5.		

Action Plan Follow-Up

Did you follow the plan?	☐ Yes	☐ Partially	☐ No
What worked well?			
What didn't work so well?			
What's the next step?	☐ Continue plan	☐ Revise plan	☐ Make new SMART goal

RESOURCES

https://www.dropbox.com/sh/whlg4tmcusb1fle/AACpXFuquCJZwkD2PjptABb9a?dl=0
(ES Supplementary Materials)