Facing the Frontal Lobe: Strategies to Support Executive Function Skills

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“SORRY ABOUT THAT, GUYS! OK! SO WHEN DO WE LAUNCH?”
"What's our ETA?"
Gabe was downsized when his last employer had financial troubles. I was lucky to hire him.

Because they always downsize their best employees first?

Sorry, I didn’t mean to put it in context.
Do you have Executive Function skills?

• How did you get here today on time?

• Your family wants to eat dinner at 6 and you’re the cook: How do you get the food on the table in time?

• Someone cuts you off in a traffic lane (and you have your child in the car): What keeps you from yelling “#**#!%#!!”?

• The students in the next classroom are playing a loud game while you writing an IEP, but you don’t hear it. Why?

• You accidentally bump into someone and apologize. Why?
Questions to consider...

✓ What are executive function skills and how do selected executive function processes affect school success?
✓ How can educators begin to understand and informally assess students’ executive function processes?
✓ How can teachers address the needs of students with executive function weaknesses to both accommodate and teach necessary lacking skills?
### Overview of the Day...

#### Define Executive Function Skills:
- Emotional and Cognitive Aspects
- Jill’s Interpretation of EF for “school-folk” – 5 Areas
- Brain Food
- How do EF skills impact our students?

#### Assessing Executive Function Skills
(as relevant to the school-setting and the role of educators)
- Formal Rating Scales
- Informal Interviews & guidelines for Observations

#### Supporting Executive Function Needs in Learners
- Emotional Control needs
- Focus and Attention needs
- Planning needs
- Working Memory needs
- Organization needs
- Program support and structure ideas
What are Executive Function Skills?
Defining EF

- **Conscious control** of what we think and do

- Enables **self-regulation** of one’s own social actions and display of emotions

- Coordinates **goal-setting with the planning** required to accomplish the goal or task (organizing, sequence, self-monitoring, evaluating)

- Control of **Attention** and Focus skills

- Ability to think/act in a **flexible** manner with tolerance for frustration.
Emotional Aspects of EF
“Self-Regulation”

- Impulse control
- Use of “Social Filter”
- Self-monitoring social behaviors
- Tolerance
- Delay of immediate gratification
- Establishing attention & filtering attention

Cognitive Aspects of EF
“MetaCognition”

- Organizing time, materials, projects
- Prioritizing
- Attention shifting
- Risk-assessment
- Informed decision making
- Use of Verbal & Non-Verbal Working Memory
Executive Function Categories

**Emotional Control**
- Impulse control
- Adaptability
- Cognitive Flexibility
- Inhibition & Initiation

**Focus & Attention Skills**
- Selecting the attention target/main topic
- Ignoring Distractions
- Activating & initiating work
- Task Persistence

**Working Memory**
- Verbal working memory
- Non-verbal working memory

**Organization**
- Materials, space (desks-lockers)
- Ideas
- Time Management

**Planning Skills**
- Self-checking/monitoring
- Prioritizing, planning increments
- Problem Solving
Lacking EF Skills Looks like....

- Impulsive actions and decision-making
- May appear “irresponsible” compared to peers
- Lack of a “social filter”
- Difficulty being flexible and cognitively shifting
- Risk-taking and compulsive behaviors in teens
- Child may know the rules & be able to repeat them, but not be able to put them into practice
- Forgetting, losing materials & assignments
- Leaving things to the last minute
Lacking EF Skills Looks like....

- Difficulty taking notes
- Difficulty summarizing orally or in writing
- Difficulty making the shift between using a graphic organizer and actually starting the writing task.
- Difficulty shifting between math operations
- Loses/forgets materials when transporting between home & school
- Student constantly negotiates to avoid tasks, for breaks or reinforcers
Social & Self-Esteem

*Executive Function deficits can result in....*

- Difficulty waiting for turns
- Appear overly talkative
- Appear overly judgmental – or insensitive to peers
- May appear one step behind peers
- Black and white thinking
- Trouble with team sports where there is cooperative organization requiring impulse control to remain in one role
- Limited frustration tolerance with other kids
- Confusion, anxiety or depression from social failures
EF Skills & the BRAIN

Cortex -
Conscious thought

Mid-Brain
Limbic system-
Automatic behaviors, Emotions, Memory

Brainstem-
Survival

Cerebellum
Coordinated movements, balance and voluntary movements
EF Skills & the BRAIN

• Frontal Lobe – Pre-Frontal Cortex (PFC)
  The PFC gives us the potential to consider and voluntarily control our thinking, emotional responses, and behavior.

• Amygdala – a switching station in the limbic system that determines if information will go to the PFC or to the lower brain that "reacts" but does not "learn." – Stress (frustration, boredom) will increase metabolic activity for lower brain to “react” – fight/flight/freeze, which translates to zoning out, acting out, etc.

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EF Skills & the BRAIN

- **RAS – Reticular Activating System** – an involuntary attention filter to promote and sustain attention

- **Thalamus** – processes and relays all incoming sensory information, also has a role in regulating sleep and wakefulness

- **Hippocampus** – role in learning associated with emotions, and the formation of new memories

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EF Skills & the BRAIN

• Frontal Lobe connections are the last to develop – brain’s neuroplasticity – pruning & myelinating (mostly between 8-18)

• Learning – application and meaningful, relevant synthesizing activities results in committing skills to long term memory (myelinating)

• Brain dissolves isolated small neural networks of "unincorporated" facts and procedures that are rarely activated beyond drills and tests (pruning)
Our friend, Phineas Gage

- 1845 Railroad Construction Foreman
Categories of EF Skills

Emotion Control Skills
Focus/Attention Skills
Organization Skills
Working Memory Skills
Planning Skills
Emotional Control Skills

- Self-Regulation is a balance between **INHIBITION** and **INITIATION**

**Behavioral Inhibition**
“impulsive”, “can’t stop when asked”

**Cognitive Inhibition**
“daydreams”, “off-topic”

Barkley, 2000
Focus/Attention Skills

Activate & Initiate Attention
• Arouse the effort and motivation to attend
• Target the prominent stimuli to attend to

Sustain Attention & Filter
• Maintain alertness
• Filter out extra stimuli that competes for attention
• Resist distractions

Shift Attention
• Shift too quickly – “distractible”
• Shift too slowly – “inattentive”
• Can’t Shift – “perseverative-rigid”
Organization Skills

- Homework materials
- Tracking Assignments

- Written Language assignments
- Brainstorming

- Feel the “sweep of time”
- Prioritizing

- Calendar checking
- Using a planner
We direct our attention to stimuli:

- **SHORT TERM MEMORY**
  - Verbal (Auditory)
  - Non-Verbal (Visual)

If we decide we need this information...

**LEARNING** (Long-Term Memory)

**RETRIEVAL**
Working Memory

- Planning largely involves WORKING MEMORY: this is your “desktop” or “sketchpad” – hold information in your memory long enough to do something with it.

Non-Verbal Working Memory

- Enables: sense of time, see mental visual representations, ability to see in hindsight & have foresight

Verbal Working Memory

- Enables: ability to hold language “online” while talking, “self-talk”, self-questioning
Planning Skills

- Use PLANNING skills for problem solving and acting with intention:

  **Idea or Task**
  Imagine an end product – what you want, or need to get done

  **Sequential PLAN**
  Create a Plan with materials, time management, sequence

  **Execution**
  Execute the plan (with self-monitoring)

  **Evaluate**
  Evaluate the plan and end product – is this what I imagined?

Design a course of action....
Development of EF Skills

References:
1) Zelazo, P. et al. (2010) - 6 Part Series on Executive Function
   http://www.aboutkidshealth.ca/En/News/Series/ExecutiveFunction/Pages/default.aspx
Birth -3 years

- Move from infants who are reactive to *everything* in environment and easily distracted to a willful toddler with a goal in mind
- EF *begins* to develop toward the end of the 1st year when “Object Permanence” develops
- “Anticipatory Looking” and looking away from aversive stimuli are precursors to developing emotional control skills
- 3-yr olds start to keep rules in mind & use them to guide their behavior. Can start to chose between 2 rules and guidelines
3-6 year olds should be able to:

- Preschoolers can begin to think about the past and plan for the future
- Still difficult to have conscious control over emotions, despite knowing the “right thing” to do
- Difficulty “choosing” to delay gratification or reward
- Preschoolers start to be able to inhibit the less desirable choice
- Follow 2-3 step directions
6-9 year olds should be able to....

- Attention becomes volitional
- Able to handle delayed gratification
- Develop beginning stages of problem solving (identification, search for a cause, brainstorm solutions) – but frequently requires adult guidance for solving and preventing problems
- Completed development of “theory of mind” – perspective taking skills
- Working memory significantly developing to hold up to 5-7 pieces of information
- Can plan/sequence chores taking 10-15 minutes
- Shift mental sets/shift attention between multiple tasks (Lucianna, 2003)
9-12 year olds should be able to....

- Growth in verbal working memory skills
- Able to select, shift and maintain attention sets
- Able to reflect upon “hindsight” and developing foresight
- Should be able to keep track of belongings away from home/school
- Self-regulate (behave when teacher out of the room, refrain from temper tantrum, refrain from rude comments)
- Reliably transfer materials to/from school
- Keep track of scheduled activities outside of school
- Save money for a desired object, plan ways to earn money
12-16 year olds should be able to....

- Help out with chores lasting 30-60 minutes
- Use a system taught to them for organizing assignments and homework.
- Follow a complex school schedule with changing teachers and classrooms
- Reliably estimate the amount of time it will take to complete homework, chores, etc.
- Inhibit rule breaking in the absence of visible authority
16-20 year olds should be able to....

- Frontal cortex has a slow course of development – EF skills continue to develop into the mid-20’s

- Should be able to formulate a long-term goal and steps needed to accomplish the goal.

- Inhibit reckless and dangerous activity and understand how this impacts their overall long-term goal
What kinds of students may have EF deficits?

- Autism Spectrum Disorders (EF deficits found to be more severe for ASD than ADHD) (Geurts et. al. 2004, Goldberg et. al, 2005,

- ADD/ADHD

- Traumatic Brain Injury patients

- Untreated Phenylketonuria (PKU) – infant metabolic disorder (Diamond et. al. 1997)

- Pre-maturity (Mulder et. al. 2009)
How do EF Skills impact students educationally?

Academic Impacts – Math & Literacy
Social Impacts
Behavioral Impacts
Organization Impacts
EF deficits impact students academically....

- Difficult to self-monitor comprehension while reading independently
- Difficulty monitoring the accuracy of their work
- Difficulty revising and editing one’s own written work
- Difficulty separating low relevance details from the main idea
- Working memory deficits can impact comprehension of longer texts
- Extreme difficulties planning written language assignments
- Inconsistent academic performance
- Difficulty getting started on work, frequently asks, “What do I do first?”
Impact on **math specifically:**

- difficulty shifting between operations, sequencing steps and ignoring extraneous information in word problems

- Math work contains numerous “careless errors”

- May want to jump quickly to guessing at the answer without moving through the process to solve the problem.

Impact on **reading/writing specifically:**

- Fluency – may skip whole words or lines of text without noticing

- Child remembers specific details from text, but not in an organized, sequential manner

- Written work may regularly omit small words (“the, is, a”)

- Strong reluctance to edit written work

- Impulsive guessing at unknown words based on the 1st letter
EF deficits impact students socially....

- Difficulty in conflict resolution with peers
- If students struggle with impulse control, peer rejection may be a long-standing problem
- Difficulty explaining why he/she does things
- Can become over-whelmed with intense emotions (positive or negative)
- May forget what he/she wants to say in conversation
- Interrupts and cuts peers off in conversation
EF deficits impact students behaviorally....

- Limited frustration tolerance for other people’s behavior, changes in routine, or cognitive tasks
- May become verbally or physically aggressive when angered
- Difficulty initiating work – student may “just sit there” when others have begun working.
- Work output may be brief – “That’s all I can do.” “I can’t think of anymore.”
- May easily “shut down” if individual help is not readily available
- Blurts out frequently in class
EF deficits impact students organizationally....

- Difficulty planning long-term assignments and projects - difficulty planning incremental steps for progress
- Difficulty using an assignment notebook or planner
- Can tell time, but seems surprised by how much time has passed
- Completes assignments, but forgets to turn them in.
- Extreme disorganization of papers and materials
Assessing EF Skills
Formal Assessment Options
(for “school-folk”)

• Behavioral Rating Inventory of Executive Function – BRIEF (Gioia, Isquith, Retzlaff, & Espy, 2002)
  - 86 items - Multiple Rating Forms (parent, teacher, and self-rating for ages 12+)
  - 8 Clinical Scales:
    - Inhibit
    - Initiate
    - Organization of Materials
    - Shift
    - Working Memory
    - Monitor
    - Emotional Control
    - Plan/Organize

- Can purchase the whole kit for $250 at:
Formal Assessment Options  
(for “school-folk”)

- **MetaCOG - Metacognitive Awareness System**  
  (Meltzer et al. 2010)
  - 9-18 year olds
  - Teacher and student rating scales
  - **TEACHER QUESTIONNAIRES:**
    - Teacher Perceptions of Student Effort
    - Teacher Information Questionnaire
  - **STUDENT QUESTIONNAIRES:**
    - Motivation and Effort Survey
    - Strategy Use Survey
    - Metacognitive Awareness Questionnaire

Can purchase the Questionnaires from: ($40)
http://www.researchchild.org/publications#
In-Formal Assessment Options (for “school-folk”)

- **Parent, Teacher, Student Interviews**
  - Good Resource: Executive Skills Semi-Structured Interview – Teacher Version, Parent Version, & Student Version
Teacher Questionnaire explores:
- Independent Seat Work
- Organization of Materials
- Remembering
- Self-Control
- Long-Term Projects
- Problem Solving

Student Questionnaire explores:
- Homework
- Long-Term Projects
- Studying for Tests
- Home Chores/Responsibilities
- Organization
- Leisure Time

Parent Questionnaire explores:
Same as Teacher version – substituting Homework for Independent Seatwork questions

Questionnaires have a Summary component which yields a hierarchy of EF strengths and challenges. Has a nice planning guide for intervention as well.
In-Formal Assessment Options (for “school-folk”)

- Parent, Teacher, Student Interviews

- Shorter and less complicated than the Dawson and Guare interview.

- On this scale, respondents rate indicators in a 4 point scale.

- Categories for respondents are: Goal Setting/Decision Making, Materials Organization, Attention/Task Initiation, Time Management, Working Memory, Impulse Control, Adaptability.
In-Formal Assessment Options
(for “school-folk”)

- Educational Observations – areas to examine

**Independent Work Time**
- Is he able to initiate his work on his own?
- Can he sustain work and effort?
- How does he acquire help?
- Does he have all of his materials?
- Does he seem to “run out of steam”?
- Are there obvious distracters for him?

**Transition Time**
- Does he have all of his materials?
- Is he leaving & arriving on time?
- Does he seem emotionally comfortable and in control?
- Is he distracting others?

**Lecture or Instruction Time**
- Look for attention signs
- Does he get in trouble for blurring out, interrupting or daydreaming?
- Does he take notes?

**Organization**
- Locker
- Desk
- Planner
- Backpack
- Look at samples of pre-writing planning & brainstorming
- Observe natural classroom organization structures

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Getting it into the Report

- Social/Emotional/Behavioral section
- Provide a brief definition of EF skills and the relevance to the Educational Setting

Example:
- “This evaluation also examines how <STUDENT> is able to apply “executive function” skills throughout his school day. Executive Function skills are those elements of cognition that allow <STUDENT> to self-regulate and self-direct throughout the school day. Domains of Executive Function skills especially relevant for <STUDENT> include skills related to: emotional control, organization of time and materials, ability to manage homework and independent work activities in the classroom, the ability to focus/attend, and the ability to problem solving independently.”
Getting it into the Report

3 Sections of the write-up:

1. Report on the BRIEF or MetaCOG, etc – any standardized tool if used
2. Report on any Semi-Structured Interviews completed (ex: the Dawson/Guare, or Kaufman interview protocols)
   - Parent
   - Teacher
   - Student

Cite the book of the checklist you used in the report.

3. Classroom Observation Input – use the 4 categories: Independent Work Skills, Transitions/Adaptability, Participation in Instruction, Organization
4. Summarize EF strengths/areas of growth, and prioritize need areas
Strategies to Support EF Skills
Factors to Consider

- EF is learned in day to day activities with real life problems
- EF is developed by modeling and supported practice
- Consider if YOU have adequate EF skills in order to coach someone with EF needs!
- Consider reframing accommodations & modifications for students as EQUALIZERS
Explaining EF to Kids

Important for kids to understand WHAT they are working on!
Different than working on reading, multiplication, or handwriting.
Explain your “role” as a support teacher – frame it using the Multiple Intelligences model.
Explaining EF to Kids

LEARNING STYLES

- **Multiple Intelligences Wheel** (Gardner, 1983)

Use celebrities and public figures relevant to the student to exemplify various learning styles.

“**Interpersonal** and **Intrapersonal**” Intelligences relate to EF skills (a.k.a. “People Smarts” and “Self-Smarts”)

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More on Multiple Intelligences..

- **Source:** Comics Camp 2011 @ Currier Art Center | Christa McAuliffe Technology Conference Workshop

Call a spade a spade...

My Brain's Executive Skills

**Emotional Control**
- Handle being upset & frustrated
- Feel OK when changes happen or things are done differently
- Start & end my work calmly

**Paying Attention**
- Staying focused in class
- Sticking with my work during work time
- Ignoring things that distract me
- Start my work when I am supposed to
- Figuring out what the key idea is that I should be focusing on

**Memory**
- Making "mental pictures"
- Talking through problems in my head
- Following directions with many parts

**Organization**
- Using my planner
- Getting homework done and make sure it is turned in
- Keeping my desk & locker clean
- Planning my time
- Help me plan my ideas for writing jobs

**Planning**
- Knowing how to solve problems
- Getting help when I need it
- Figuring out if I am doing things the right way
- Handling jobs or assignments that have many parts

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“Well, I am your....uh..uh..

- EF Teacher
- EF Coach
- Social Smarts Teacher
- Social Skills Teacher
- School Strategy Coach
- Other ideas?
Larry David: Airplane Emergency Exit

http://www.youtube.com/watch?v=w_MnoeWgumg&feature=related

Emotional Regulation?
Strategies to Support Emotional Control

The Zones of Regulation

• teach students about self-regulation and controlling difficult emotions by Leah Kuypers, M.A., Ed, OT/L. The “Zones of Regulation”, are described by the author as, “….. a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in, controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.”

• Weaves principals from the field of sensory integration, use of the 5 Point Scale (Dunn-Buron & Curtis, www.5pointscale.com) and the principles of social cognition as described by Michelle Garcia Winner, (www.socialthinking.com).

• www.zonesofregulation.com –$42
The ZONES of Regulation®

Blue Zone Tools:
- Stretch
- Drink water

Green Zone Tools:
- Calm
- Good
- Proud
- Okay
- Ready to Learn
- Content

Yellow Zone Tools:
- Frustrated
- Anxious/Worried
- Excited
- Silly
- Scared
- Overwhelmed

Red Zone Tools:
- Agressive
- Mean
- Terrified
- Mad
- Yelling
- Angry

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Strategies to Support Emotional Control

Self-Talk Scripts

- Kids are missing the internal dialogue scripts that we have with ourselves when we are frustrated, confused or upset.
- We want our “coach” words to go into their head as their own script.
Strategies to Support Emotional Control

Social Filter

• Water filter analogy - traps the harmful dirt and germs, so only the “good” stuff comes through the filter

• Social Filter - traps the harmful words, so only kind words come through

• Relate to “Don’t pop your thinking bubble!”
Dick Solomon: “I’m an insensitive person!”

http://www.youtube.com/watch?v=kD_VCqpjEDM&feature=related
Social Filter

Your SOCIAL FILTER helps you:

- Protect a friend’s feelings
- Saves you from being embarrassed
- Show respect to adults in charge
- Stay out of trouble
Oh no....I really don’t like the sweater I got from grandma for my birthday. But, I don’t want to hurt her feelings, so I will say, “Thanks for the sweater grandma! It must have been a lot of work!”

The boy put his thoughts about the sweater through his social filter. Only the kind thoughts came through to his talking bubble. His social filter will hold his unkind thoughts in his head.

“Thanks for the sweater grandma! It looks like you worked hard!”
What does the situation look like when your social filter is ON vs. OFF?

Helps kids develop metacognitive skills to self-monitor their own behavior.
Strategies to Support Emotional Control

- Social Behavior Mapping (Michelle Garcia-Winner – www.socialthinking.com)

“Expected” vs. “Unexpected” Social Behaviors

Perspectives of other people around you

Outcomes you experience in the situation

How you feel about yourself
Children’s Literature for Emotional Control

The Busy Beaver
Author/Illustrator: Nicholas Oldland
Interest Level: Ages 3-7
From the Book Jacket: There once was a beaver who was so busy that he didn’t always think things through. After finding himself on the wrong side of a falling tree one day, the beaver begins to see the error of his careless ways.

OH, No, George!
Author/Illustrator: Chris Haughton
Interest Level: Ages 4 and Up
From the Book Jacket: George is a dog with all the best intentions. But when George spies a delicious cake sitting on the kitchen table, his resolve starts to waver. You see, George loves cake...What will George do?
Children’s Literature for Emotional Control

**Author:** David Ezra Stein  
**Interest Level:** Ages 4-8  
**From the Book Jacket:** It's bedtime for the little red chicken, and Papa is going to read her a story. "You're not going to *interrupt* the story tonight, are you?" asks Papa. "Oh no, Papa. I'll be good," says the little red chicken. But she just can't help herself!

**Author:** Julia Cook  
**Interest Level:** Ages 4-8  
**About This Book:** Louis, a self-taught space expert is delighted to learn that his teacher has sent him to the principal's office to attend personal space camp. Louis soon discovers that he has much to learn about personal space right here on earth. *Personal Space Camp* addresses the complex issue of respect for another person's physical boundaries.

**Author:** Gail Silver  
**Interest Level:** Ages 4-9  
**From the Book Jacket:** "Who are you?" asked Anh. "And how did you get into my room?" "I'm your anger," said the creature. "You brought me here." *Ahn's Anger* can help children learn to acknowledge and understand the causes of their own strong emotions, and ultimately feel safe expressing themselves and accepting accountability for their actions when appropriate.
Strategies to Support Focus & Attention Skills

- **Music, Color, Media, Novelty**
  gets past the brain's attention filter to promote and sustain attention. Involuntary attention filter in the low brainstem (reticular activating system-RAS). It gives priority to novel, unusual, curious sensory information.
Strategies to Support Focus & Attention Skills

“Types of Distracters”

“Inside the Brain Distracters”
- Voices, music, sounds
- Reported words or lines from a video or movie
- Worries
- Being hungry, tired or sick
- Others

“Outside the Brain Distracters”
- Sounds in the hall or classroom
- Other kids
- Sounds in the room
- Your clothes
- Things around you on the table
- Pictures in the room
- A computer screen
- Others
Distracter Blasters!

1. Use a Focus Fidget
2. Doodling
3. Chew Gum
4. Drink of Water
5. 2 minute Errand
6. Jump 10 Times
7. Move to a different spot
8. Headphones
9. Set up a Privacy Folder
10. Floor Check
11. Clear Your Desk
12. Cover poster & computer screens

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Strategies to Support Focus & Attention Skills

“Coming Attractions”...

• You can reveal new parts of a covered poster, photograph or other curiosity-building symbolic representation every few days leading up to the unit as students enjoy making and changing their predictions as they interpret new clues.

• Increase the likelihood that their intake filters will select the sensory input of coming unit.
Strategies to Support Focus & Attention Skills

Key Word Listening

*Key die cut – or Xerox cut out* – teach kids to write key words while listening on the key as a visual cue to support sustained attention and organization later for independent work.

**TOPIC:** My Jobs at Work Time

- How To
- 3 Ideas
- Worksheet
- Book Box

Key Word #1    Key Word #2    Key Word #3
Math: Angles

A ___ U ___ E

L__ ___ than ___ ___ degrees

Draw one:

Science: Electricity

PR__ ___ ___

A__ O ___

NEU__R__N
Strategies to Support Focus & Attention Skills

Teach IGNORING... the right way...

- We tell kids to “ignore” all the time (ignore peers bothering them, ignore environmental distractions, etc)
- Often we ask kids who are the MOST reactive and distractible to ignore!
- Need to “define” ignore – may be an abstract term for kids who are literal.
- Teach when to ignore, how to ignore, when NOT to ignore, etc.
Your Super Brain Power!

You have a super brain power that you can use anytime!
Sometimes kids might do things to bother or annoy you.
Kids might say or do things that *distract* you. These distractions make it hard for you to *FOCUS* and do your job at school.
These are called **DISTRACTIONS**. Distractions are people, things or sounds that take our attention away from what is **important**.
But, the good thing is...

You have a **super brain power**!
You can **IGNORE** these distractions!
Ignoring:

Pretending you cannot see or hear what someone else is doing
Why should we ignore kids who are distracting us?

- Keeps you out of trouble yourself
- Helps you *focus* and learn
- We make good choices when we ignore distractions.

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How to Ignore:

- Do not look at the person
- Do not listen to the person
- Do not talk to the person
Practicing Ignoring

- Role Play ignoring in various contexts, varying lengths of time: distracting sights, sounds, distracting locations
- Reinforce with tally marks, legos, sticks, etc. using an interval schedule at first.
- Move to “regular” activities, but continue to reinforce at certain times for “good ignoring”
- Move to having kids monitor each other and themselves.
Teach **SELF-MONITORING** skills for students that have **FOCUS** and **ATTENTION** issues:

- Highlight math operation signs
- Proofread out-loud and backwards
- Highlight key words of directions (*not, but, all*)

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Children’s Literature for Attention/Focus

Good website:
http://freestoriesforkids.com/

Audio stories, or PDF copies
THE YOUNG PUPPET-MAKER, a story about effort and good work

Educational Value
Effort and good work

Basic elements

<table>
<thead>
<tr>
<th>Moral of the story</th>
<th>Setting</th>
<th>Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trying hard to do things well is much more satisfying than doing them just to an ordinary standard.</td>
<td>The life of a young puppet-maker</td>
<td>A young puppet-maker, and his puppet</td>
</tr>
</tbody>
</table>

Story intro
There was once a young man who liked puppets so much that he became an apprentice to a master puppet-maker. Sadly, the young man was very clumsy, and his teacher and the other apprentices were always telling him he had no ability... →

read more

Screenshot from the website: http://freestoriesforkids.com
Children’s Literature for Attention/Focus

Author: S.J. Fore
Interest Level: Ages 4-8
Description: A quiet evening, a cozy couch, and a favorite book - what more could a little boy need for a pleasant evening at home. Until...how can anyone enjoy his book when there's an energetic, imaginative tiger behind the couch, just begging for attention?

Author: Howard Binkow
Interest Level: Preschool - Age 7
About This Book: Meet Howard B. Wigglebottom, a curious rabbit who just doesn't listen! This book is designed to help young children improve their listening skills and pay attention.

Author: Roger Hargreaves
From the Mr. Men & Little Miss series
Children’s Literature for Attention/Focus

Author: Julia Cook
Interest Level: Ages 4-8
About the book: RJ has had a rough day... Everything seems to go wrong. With his mother's help, RJ learns that his problems happen because he doesn't listen or pay attention to directions from her, his school principal, teachers, or even his friends.

From the Book Jacket:
Being a verb is hard...especially for Louis, who can't seem to control himself when he gets the urge to move at the wrong time and situation. A positive resource for anyone dealing with ADHD or challenged by someone who has ADHD.

Author: Christianne Jones
Illustrated by Richard Watson
Interest Level: K-3
About This Book: Lacey Walker loves to talk. She talks all day, and sometimes all night. But when she loses her voice, Lacey learns the importance of listening.
Strategies to Support Organization Skills

VISUAL CUES

- Photo of desk and locker to show how it should be organized

WRONG WAY!

RIGHT WAY

Backpack hanging on hook

Loose pencils, pens in cup

Schedule on door with magnet

Books standing upright

No loose papers
Fading Your Support
Start by emptying the entire desk each time
1) 1st time – you hand each item to child, asking them to place in a pile
2) 2nd time – child pulls out each item while you supervise 100% and place in piles
3) 3rd time – you give child visuals, they sort while you watch at the desk
4) 4th time – give child visuals – tell them to start for 5 min and then check on them to finish
5) 5th time – leave visuals on child’s desk with note and then follow up
Strategies to Support Organization Skills

ERROR CHECKLISTS

Steps to check off before turning in a test, finishing writing an essay, completing a math problem, etc.

ERROR CHECKLIST for: Reading Response Letters
Before turning in your Reading Response Notebook, check these items:

☐ Do you have the date on your letter?
☐ Do you have at least one question for the teacher at the end of your response letter?
☐ Did you write at least 5 sentences?
☐ Did you sign your letter?
☐ Check spelling – work backwards – looking at each word

ERROR CHECKLIST for: Finishing Math Tests
Before turning in your Math test, check these items:

☐ Is your name on your paper?
☐ Did you erase all of your incorrect answers?
☐ Did you circle all of your final answers?
☐ Did you answer ALL of the questions?
☐ Check your computations
☐ Re-read the word problems – does your answer match what the question is asking for?
Strategies to Support Organization Skills

HOMEWORK Planning Sheets

- Completed at the end of the day with staff member to plan for homework completion in the evening.
- Allows for parent/student/teacher communication triangle.
- Can tie into data collection as well

```
Homework Planning

I will fill this sheet out at the end of the day with my teacher at _____ with Mrs. ______. This will help me make sure I have every planned out to get my homework done without stressing out!

Date: ____________________  Planning Coach: ____________________

<table>
<thead>
<tr>
<th>Subject/Assignment</th>
<th>I need to take home:</th>
<th>At home, I need to get:</th>
<th>When will I do this?</th>
<th>Who will help/check it?</th>
<th>Where to put it when done?</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

Parent Signature: __________  Planning Coach Signature: ______________
```
Homework Planning Sheet Example:

**Homework Planning**

I will fill this sheet out at the end of the day with my teacher at 3:15 with Mrs. Kuzma. This will help me make sure I have every planned out to get my homework done without stressing out!

**Date:** 10/17/11  
**Planning Coach:** Mrs. Kuzma

<table>
<thead>
<tr>
<th>Subject/Assignment</th>
<th>I need to take home:</th>
<th>At home, I need to do this:</th>
<th>When will I help/check it?</th>
<th>Where to put it when done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Log 30 min.</td>
<td>Clues book</td>
<td>—</td>
<td>After snack 8:30 pm</td>
<td>Mom</td>
</tr>
<tr>
<td>Math: finish pg. 49</td>
<td>Packet</td>
<td>Calculator</td>
<td>When I get home</td>
<td>Mom</td>
</tr>
</tbody>
</table>

**Parent Signature:** Caroline  
**Planning Coach Signature:** Batman
Strategies to Support Organization Skills

TEACH CALENDAR CHECKING

• Many kids with EF deficits need this taught explicitly as a skill & routine
• Not just checking the classroom’s schedule on the board
• Help them understand WHOLE to PART (Month at a glance – Week – Day)
• Explore which “view” works better for them.
• Highlight CHANGES in the calendar
• Active engagement in creating a calendar system that works for THEM.

Great website for calendar and planner templates: http://www.designfinch.com/2011/07/31/sunday-planning/
Technology to Support Organization Skills

- App: Kids Calendar (by ConSept) $2.99
Technology to Support Organization Skills

- App: 4KidCal (by 4KidCal LLC) $1.99

Can view as a month or day – allows for audio recording reminders!
Technology to Support Organization Skills

• App: Homework (by Mango, LLC) $4.99
Technology to Support Organization Skills

- App: Homework Tracker w/Reminders (by Alex Rastorgouev), $1.99
Random “Pinterest Pins” to Support Organization Skills

“HOMEWORK POSTERS”
Source: from the blog, Peonies and Poppyseeds.
http://www.peoniesandpoppyseeds.com/2012/02/organization-homework-posters.html

“CHAIR BACKPACKS”
Source: from the blog, Confessions of a Nerdy Teacher.
http://nerdyteacherconfessions.edublogs.org/2010/08/15/quick-update/
Dory: Suffers from Short-Term Memory Loss

http://www.youtube.com/watch?v=M1TuioGbvq4

Working Memory?
When supporting **PLANNING** a task – engage both the **VERBAL** and **NON-VERBAL** working memory.  *Example:*

5th grade Assignment: “Over the next 2 weeks you will put together a project and presentation about a natural disaster, such as a tsunami, tornado, earthquake, etc. You need to choose a disaster, research a specific instance where this occurred and create a PowerPoint presentation of at least 6 slides about the disaster.

**SELF-TALK....**”Well, we learned how to do a PowerPoint in 4th grade for our All About Me projects. It wasn’t too hard to do. I read a book about Tornadoes a while ago. Wait...I think my mom said a tornado hit her house when she was a kid. Maybe I will do tornados. I gotta talk to my mom and find that book I read.....
A Working Memory AND a Planning Strategy!

If-Then Planning Bubbles

**IF** I imagine this as the end goal...

**THEN**, I have need to do these steps....
FIRST....engage the NON-VERBAL working memory....

Create a mental picture:

For assignments: What does this final product look like?

For organization: What should my desk or locker look like when it is clean?

For social situations: How do I want kids to treat me?
THEN....engage the VERBAL working memory....

Create a the verbal Self-Talk

What materials or things do I need to get this done?

Who needs to help me?
How much time do I have?

What steps do I take?
What do I do first?
Well, I need to plan an experiment with the candles... I should figure out my hypothesis first and what things I need for the experiment, then I need to make some kind of a chart or graph to show what happened...
I want to join a 4 square game... lets see.. first I need to find kids playing already, then I need to stand in the line to wait for someone to get “out”... I should ask Mrs. Kuzma about the rules again...
Sometimes, WE need to provide the Self-Talk Script!

- Do this through a LOT of modeling yourself!
- Use a “If-Then Bubble Planning sheet” – with students for longer term assignments, social situations, etc.
- Cut out the image bubble (thought bubble) as a visual reminder of the goal they are working toward
- Cut out the Self-Talk bubble (talking bubble) with a scripted phrase or verbal cue relating to the goal.
Strategies to Support Working Memory Skills

Backward Chaining

- Breaking down the steps of a task and teaching them in reverse order
- Gives the child an experience of success and completion with every attempt. Instead of the child starting at the beginning and getting lost somewhere through, with the adult having to complete the task, the adult does all but the last step and lets the child complete the work. Then the adult fades back, doing less and less while the child does more and more, always ending with the child performing the final step.
• When you might use **Backward Chaining:**

- When completion of the task provides natural reinforcement for the student

- When "escaping" from instruction would motivate the student

- When the learner has mastered less than half of the steps in the task chain OR when the learner is close to already having acquired the steps near the end of the chain

- When the learners are less patient or less inclined to be cooperative
Examples: You might use backward chaining to teach:

- Steps to do a long division algorithms
- The steps of an arrival or dismissal routine
- Steps involved in a functional routine such as making cookies, making your bed, cleaning your desk, getting snow gear on for outside recess

Great article online to explain how to set this up:
http://www.learningsolutionsmag.com/articles/325/last-things-first-the-power-of-backward-chaining
Strategies to Support Working Memory Skills

Teach “Holding” Codes

- “Holding Codes” are a way to code, or make pictures, to remember thoughts when reading, watching something that you need to be quiet during, or during a group sharing time.

[Diagram showing symbols for connection, question, new, interesting, and cool, and important/key point]

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http://jillkuzma.wordpress.com
Kids each have a cue card during a “lesson time” – they point to the code, THEN raise their hand.

Examples:

Use as a note-taking sheet during a teacher “lecture”

Use to monitor thoughts while reading text

“Poor thing,” said Annie. She patted the dog’s head. He licked her hand.

“It looks like we have to take four trips,” said Jack.

Teddy trotted over to a book. He pushed it with his nose.

“Look!” said Annie. “I bet that will take us on the first trip.”

She picked up the book that the little dog had chosen.

“Good job, Teddy,” she said.

The title of the book was The Unsinkable Ship.

“Well, at least that’s good,” said Jack. “The ship won’t sink, even if it is lost.”

“Ready, Teddy?” asked Annie.

“Arf! Arf!” he answered.

Jack pointed at the cover of the book.
Michael Scott: “I burned my foot!”

http://www.youtube.com/watch?v=vEVqz_WbuCY

Planning Skills?
Strategies to Support Planning Skills

- **Rubrics** - blueprints to guide EF skills 
  Behavior, Attitude, Motivation and Effort Rubrics – for kids to self-monitor themselves for independent work time

- **Group Work Rubrics** – effort, attitude, etc. For kids to self-monitor

- **Use student-teacher conference time to plan and go over rubrics** – then graphically track incremental progress – like video game levels
Strategies to Support Planning Skills

THINK ALOUDS

- “Hmm. What do I need to do before I...?”
- “I will write that down here”
- “Wow! That didn’t go as I expected! What are my options now?”
- “I’m too upset to think clearly. I need to take a walk.”
- “I wonder who I can ask for help about...?”
- “We want to go on vacation in two months. I’m going to start planning now.”
Strategies to Support Planning Skills

The SWEEP of TIME

- Use cut-outs, dry-erase markers, etc to show the sweep of time for longer time blocks such as literacy, math, etc.

Reader’s Workshop

2:05 – 2:25
(15 minutes)
Reading Group with Mrs. Thompson

2:40 – 2:45
(5 minutes)
Record in your reading log

2:25 – 2:40
(15 minutes)
Read silently from your book box

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Could use to show the passage of time for a preferred activity like a computer break – helps kids understand how time “feels”

Use to show the time frame for multiple jobs or activities – this is a morning arrival picture
Strategies to Support Planning Skills

Use visual cues on the clock to show the START time, the half-way checkpoint time, and the STOP time.

GREAT PRODUCT: Tracknets – magnets with these cue phrases available for purchase at www.executivefunctiontherapy.com ($24.99)
Technology to Support Planning Skills

- Apps: Think Tree (mindmapping) (By Yeong Nam Chae), .99

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http://jillkuzma.wordpress.com
Technology to Support Planning Skills

- Apps: Popplet (by Notion), $4.99

http://jillkuzma.wordpress.com
Technology to Support Planning Skills

- Apps: Mindjet for iPad (By Mindjet LLC) – currently free, was $8.99
Service Model Ideas for Supporting EF Skills

- Where to start with an individual student(s) without becoming over-whelmed.

- Broader ideas for more programmatic or systemic additions to support EF skills as a SpeEd dept.
You probably have many kids you are thinking about right now...perhaps they have EF needs in all of these areas?

Where would I even START??!!
Start SMALL!

• Pick 1-5 students you feel struggle the MOST with EF skills (Clue: Look for kids with heavy SEB goals/obj that you feel are draining you)

• Think about which specific EF area they seem to struggle the most in. (Refer to Slide 114 again)

• Which specific element of the EF domain do they seem to struggle the most with? Can use some of the assessment tools, or even just start with your background knowledge of the student and other assessment data gathered previously.

• How can you gather some baseline data?
Executive Function Categories

**Emotional Control**
- Impulse control
- Adaptability
- Cognitive Flexibility
- Inhibition & Initiation

**Focus & Attention Skills**
- Selecting the attention target/main topic
- Ignoring Distractions
- Activating & initiating work
- Task Persistence

**Working Memory**
- Verbal working memory
- Non-verbal working memory

**Organization**
- Materials, space (desks-lockers)
- Ideas
- Time Management

**Planning Skills**
- Self-checking/monitoring
- Prioritizing, planning increments
- Problem Solving

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Jamie’s IEP is under OHD – he has a Dx of ADHD. He’s been on an IEP since kindergarten. His re-eval was last year and the team did not explicitly assess EF skills, but these need areas are the “gut instinct” of the team that has been working with Jamie. His IEP is due in 4 months – the team plans to add some more informal assessment tools in his new IEP PLAAFP, but would like to get started on some EF support now.
**EF Informal Baseline Data for Jamie**

**1st Priority Skill:** Independent organization and tracking of desk/locker materials needed for learning (Assignment Notebook, Take-Home Folder, books, etc.)

- **Fill out Assignment Notebook**
  - Tally +/- for 5 days if completes assignment notebook without prompting

- **Return Homework to School**
  - Selected Math as the measurement area – tally +/- if homework was returned completed

- **Has necessary materials for class**
  - Tally +/- for math, social studies, and writing, across 5 days
Jamie’s Baseline Data:
• Completed Assignment notebook independently – writing in all assignments accurately – for 1 out of 5 days.

• Brought completed Math home work back to school for 2 of the 5 days.

• Brought all necessary materials to 3 identified classes (social studies, writing, and math) – for 6 of the 15 class periods (5 day data period). (Forgot materials for math for 5/5 class period, for social studies for 3/5 periods, and writing 1/5 periods)

INTERVENTIONS SHOULD TARGET:

MATH (at this point in time – start small!)
- Increase independence in writing in the Assignment notebook
- Increase the frequency of returning math homework
- Increase Jamie’s independence in bringing all materials needed for math (calculator, pencil, graph paper, notebook, & text)
Intervention Plan & Timeline for Jamie:

### Assignment Notebook: Math
- **10/7 - 10/18**: Post-it note from teacher to near-point copy assignment himself & teacher signature
- **10/21 – 10/25**: Fade post-it note, to verbal cue & teacher signature
- **10/28 – 11/1**: Fade verbal cue – data collection on independence

### Return Math Homework
- **10/7 – 10/18**: Homework Planning Sheet w/Resource Teacher daily 3:15-3:30
- **10/21 – 10/25**: Jamie complete homework planning sheet on his own, in resource room – check from resource teacher before going home
- **10/28 – 11/1**: Provide Jamie with 5 copies of Homework Planning Sheet. Remain in classroom at end of day. Data collection on returning math homework

### Bring materials to math class
- **10/7 – 10/18**: Create visual cue card with Jamie – place inside locker door. Check in with him on 10/10 & 10/17 to remind him to use it
- **10/28 – 11/1**: Consult with math teacher. Data collection this week
Goals for a “Mini EF” Program at your site

Why teach EF skills?

- Kids understand their own learning style
- Increase independence
- Promote motivation & hard work
- Increase self-confidence
- Teach kids HOW to learn
Importance of Student Goal Setting and Self-Monitoring

- Goals for the Trimester, the Month, the Week, the Day
- Student is engaged in setting goals
- Remember – STAY SMALL – teach ONE thing at a time to avoid discouragement and frustration for the student.
Goal Monitoring: “Positive Everyday Routines” (Ylvisaker & Feeney, 1998)

**GOAL – PLAN – DO – REVIEW**

1. **Goal**
   - What do I want to accomplish?

2. **Plan**
   - How will I accomplish my goal?

3. **Do**
   - Try my plan

4. **Review**
   - How did it go?

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**Example:**

1. **Goal**
   - I want to bring my planner to school everyday

2. **Plan**
   - I plan to put my planner in front of the front door when I go to bed

3. **Do**
   - I will do my plan for 5 days and keep track of how it went.

4. **Review**
   - I only remembered my planner 2 out of 5 days with this plan. I need to revise my plan.

**New PLAN**

GOAL - PLAN - DO - REVIEW
Planning Sheet

Goal
What do I want to accomplish?

Plan
How will I accomplish my goal?

Do
I am trying my plan...this is how it is going so far....

Review
How did my plan go?

New Plan?
Do I need to revise my plan or make a new plan?
Create a Strategy Wall

- Similar to a WORD wall, or CAFÉ literacy headers, etc.

Our Strategy Wall

<table>
<thead>
<tr>
<th>Emotional Control</th>
<th>Focusing</th>
<th>Working Memory</th>
<th>Organization</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Zones of Regulation</td>
<td>- Focus</td>
<td>- Holding Codes</td>
<td>- Calendar checking</td>
<td>- Sweep of Time clock</td>
</tr>
<tr>
<td>- SBM</td>
<td>- Fidgets</td>
<td>- Backward Chaining</td>
<td>- Desk sort cards</td>
<td>- Mental Picture</td>
</tr>
<tr>
<td>- Social Power</td>
<td>- Ignore</td>
<td>- MindMap</td>
<td>- MindMap</td>
<td>- Self-Talk bubbles</td>
</tr>
<tr>
<td>Filter Analysis</td>
<td>- Key Word Listening</td>
<td>- Homework Planning</td>
<td>- Homework Planning</td>
<td>- GPDR</td>
</tr>
<tr>
<td>- Listening</td>
<td>-</td>
<td>- Calendar checking</td>
<td>-</td>
<td></td>
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<td>-</td>
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</tbody>
</table>

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Arrival Time Ideas

- Plan for **Morning Coaching time** when kids arrive - in your Resource room, or office – 35 min group time (ex: 9:10 – 9:45)
- Maybe even a locker, lunch count and attendance in your resource room if student gets easily overwhelmed
- Maybe a **group of 3-6 kids** who have the most need for Morning Coaching to get the day started off right.

### Greeting:
- at the door with Individual schedule strips
  - 5 min.

### Stations:
- 2 -3 “stations” lasting 5 minutes or so customized for the needs of each child. *(see next slide)*
  - 15 min.

### Whole Group:
- mini-lesson or Calendar checking
  - 10 min.

### Send-Off:
- Students each do a Goal Review & send them off with encouragement
  - 5 min.

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Arrival Time Station Ideas

- Schedule 3 stations to run 5 minutes each, or two stations to run 7 minutes each
- Have a bell or audio signal to transition to the next station
- Try to keep talking to a minimum – this is a time for students to “ready” themselves for the day
- Tasks should not be frustrating or require adult assistance

- Sensory activity (swinging, fine motor task)
- academic “morning sheet” to reinforce skills
- iPad app to reinforce skills such as practice spelling words, math facts, etc.
- Mazes, Sudoku, Rush Hour, color by number
- Read a Social Story a child has been working on
- Watch a video model for a skill a child is working on
- Listen to a book on tape
- Water color painting
- Handwriting practice

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Whole Group

- Time to explicitly teach Calendar Checking skills
- Each student has a Calendar book, planner, etc – customized for them
- Mini-Lessons – (5 min)
- Add strategies to your Strategy Wall - review strategies used or learned
- Address any upcoming Changes for students at various grade levels
- Encouraging quote of the day
- Read aloud story to reinforce a skill
Mid-Day Thoughts

- Schedule service times during recess, lunch, the AM arrival time, etc.

- Study Hall time?

- Push-in service could be scheduled during science/social studies or “specialist” classes (PE, music, art, etc.) kinds of classes – often they are less structured with more peer interactions
Departure Time Ideas

- Morning crew could come back together for final 15 minutes of the day.
- Follow the same routine as AM group

<table>
<thead>
<tr>
<th>Greeting:</th>
<th>Station:</th>
<th>Whole Group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>at the door</td>
<td>1 “station” job</td>
<td>Compliments</td>
</tr>
<tr>
<td>with</td>
<td>lasting 5 minutes</td>
<td>Best Moments</td>
</tr>
<tr>
<td>Individual</td>
<td>or so customized</td>
<td>Group cheer</td>
</tr>
<tr>
<td>schedule strips</td>
<td>for the needs of each child.</td>
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<tr>
<td>2 min</td>
<td>(see next slide)</td>
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<td>5 min.</td>
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</tbody>
</table>
Departure Time Station Ideas

- Assignment Notebook/Planner - checking with the teacher
- Complete the Homework Planning Sheet for students using this intervention
- Fill out any Behavior Charts, Goal sheets, or Home-School Communication sheets
- Clean out/Organize folders
- Review a social story/video model
Web Resources for EF

- Sarah Ward, M.S. CCC-SLP & Kristen Jacobsen, M.S., CCC-SLP
  www.cognitiveconnectionstherapy.com
- Article series by Phillip David Zelazo, PhD
  http://www.aboutkidshealth.ca/En/News/Series/ExecutiveFunction/Pages/default.aspx
- Learning To Learn – Dr. Erica Warren:
  http://www.goodsensorylearning.com/More_About_Dr._Erica_Warren.html
- Michelle Garcia Winner’s website:
  www.socialthinking.com
Web Resources for EF

- Willis, J.A. (2011). Teachers are the Caretakers of Students’ Future Potentials: Their Executive Functions. *Edutopia* Staff Five-Part Series for Summer Professional Development
  

Part 1: Where and How the Brain Thinks:
Part 2: Strategies for Teaching Executive Functions
Part 3: Writing is Neuro-*logical* Nourishment for the Executive Functions
Part 4: Creativity and the Arts to Get Learning to the Thinking Brain
Part 5: Nurture Creativity to For the Prefrontal Cortex Triad: Executive Functions, Long-Term Memory, and Emotional Self-Control

- [http://www.radteach.com](http://www.radteach.com) – website for Judy Willis, M.D., M.Ed – Dr. Willis is a neurologist AND classroom teacher. Her website features the insights and publications about brain based learning.
Web Resources for EF

- [http://www.researchild.org/](http://www.researchild.org/) - Dr. Lynn Meltzer’s website, The Research Institute for Learning and Development

References

References


References


