Executive Function Difficulties: Helping Students Be Successful

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objectives

• Define executive function skills
• Identify how to pinpoint difficulties
• Strategies for success
What are executive function skills?
The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.

http://www.ldonline.org/article/29122/
Executive Function deficits are strongly associated with

<table>
<thead>
<tr>
<th>ADHD</th>
<th>Anxiety</th>
<th>Autism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>Fetal Alcohol Syndrome</td>
<td>Intellectual Disability</td>
</tr>
<tr>
<td>OCD</td>
<td>Schizophrenia</td>
<td>Social Communication Disorder</td>
</tr>
<tr>
<td>LD</td>
<td>Tourette’s Syndrome</td>
<td>TBI</td>
</tr>
</tbody>
</table>
People without disabilities can have Executive Function Deficits also!
Developmental milestones
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
Disagree 2
Tend to disagree 3
Neutral 4
Tend to agree 5
Agree 6
Strongly agree 7

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 ______
Steps to designing an intervention

• Identify the problem behavior
• Set a goal
  • Involve the child
  • Interim goals
• Outline the steps
• Turn the steps into a list, picture sequence, or checklist to follow
• Supervise the child- reward success
• Fade the supervision
HOMEWORK
Homework

• Task initiation- sustained attention- planning- time management- metacognition

• Planners

• Support visualization

• Estimate time to complete task based on real data
# Daily Homework Planner

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
<table>
<thead>
<tr>
<th>Weekly Homework Chart: Mrs. Hoxie’s Homeroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>(My reading teacher is __________)</td>
</tr>
<tr>
<td>Monday: Read 30 minutes</td>
</tr>
<tr>
<td>Tuesday: Read 30 minutes</td>
</tr>
<tr>
<td>Wednesday: Read 30 minutes</td>
</tr>
<tr>
<td>Thursday: Read 30 minutes (for extra credit)</td>
</tr>
<tr>
<td>Friday*: Read 30 minutes (for extra credit)</td>
</tr>
<tr>
<td><strong>Language</strong></td>
</tr>
<tr>
<td>(Spelling, Writing)</td>
</tr>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>(My math teacher is __________)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><strong>Other</strong></td>
</tr>
<tr>
<td>If your child is in a different reading or math class during the day their daily assignments can be accessed at: <a href="http://www.csiee.wednet.edu">www.csiee.wednet.edu</a>. Elementary, Staff/Classes, and then your child’s reading or math teacher.</td>
</tr>
</tbody>
</table>

Parent Initial _______  Parent Initial _______  Parent Initial _______  Parent Initial _______  Parent Initial _______

*No homework is **assigned** on Friday, but your child may need to finish assignments from class. Friday reading is extra credit! Parent initial verifies that you have reviewed homework with your child and that daily reading has been completed.
<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Math</td>
<td>Inv. 2</td>
<td>Announced</td>
</tr>
<tr>
<td>9:00</td>
<td>Science</td>
<td>Inv. 3</td>
<td>Announced</td>
</tr>
<tr>
<td>9:30</td>
<td>History</td>
<td>Inv. 4</td>
<td>Answer summary questions</td>
</tr>
<tr>
<td>10:00</td>
<td>Spanish</td>
<td>Inv. 5</td>
<td>Make Flashcards from study guide</td>
</tr>
<tr>
<td>11:00</td>
<td>Math</td>
<td>Inv. 6</td>
<td>Do prob. 1-7</td>
</tr>
<tr>
<td>1:00</td>
<td>History</td>
<td>Inv. 7</td>
<td>Study for History exam</td>
</tr>
<tr>
<td>2:00</td>
<td>Spanish</td>
<td>Inv. 8</td>
<td>Study for Spanish exam</td>
</tr>
<tr>
<td>3:00</td>
<td>Math</td>
<td>Inv. 9</td>
<td>Study for Math exam</td>
</tr>
</tbody>
</table>

**Homework / Things to Do**

- **English**: Read of Mice and Men, Chap 6, Do Novel Notes (Thurs 60 min)
- **Math**: Chap 14, page 62, do prob. 1-7 (Thurs 45 min)
- **History**: Read Chap 4, Answer summary questions (Fri 45 min)
Timers and clocks
Chart completion

**Homework Chart**

- Layout HW on dining room table when I get home. (10 min)
- Do my HW on my own. (10 min)
- Show mom my completed HW. (10 min)
- Put my HW in the folder in my backpack. (10 min)

---

**Anyas Homework Checklist**

<table>
<thead>
<tr>
<th>What I HAVE TO DO</th>
<th>Minutes I CAN EARN</th>
<th>Did I Earn Points?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout HW on dining room table when I get home.</td>
<td>10 min</td>
<td>✓</td>
</tr>
<tr>
<td>Do my HW on my own.</td>
<td>10 min</td>
<td>✓</td>
</tr>
<tr>
<td>Show mom my completed HW.</td>
<td>10 min</td>
<td>✓</td>
</tr>
<tr>
<td>Put my HW in the folder in my backpack.</td>
<td>10 min</td>
<td>✓</td>
</tr>
</tbody>
</table>

- If needed, I can take a 5 minute break between assignments.
- Mom can give me two reminders or else I lose my minutes of screen time for that “to do” task.
- My earned time starts 7 pm. If I do not turn off the screen by 7:40, I will lose 10 minutes the following day.

Signed by **Anya** and **Jackie**
Leveled Emotionality or Emotional Regulation

• Providing choices to help limit extensive mood swings
Choice cards and boards

Pretzel  or  Banana

Read then do math  OR  Do math then read

When I’m Upset

I can read
I can listen to music.
I can rest on a pillow.
I can do a puzzle.
I can draw a picture.
How to use

• Whenever there is a transition
• Show choice card
• “You need to make a choice. Do you want _________ or _________” while pointing to choices.
• Make all choices viable options
HARD TIMES BOARD

**Triggers: What Makes Me Mad—**
1. When I have to stop listening to my ipod.
2. When it's time to do an assignment I don't like.
3. When my plans don't work out.

**“Can't Do's”**
1. Hit Somebody
2. Break or Throw Anything

**When I'm Having a Hard Time, I Can**
1. Talk to the teacher
2. Count to 10
3. Close my eyes and take a deep breath
Hard-Times Board

Triggers

- My little bro takes my things
- Have to give up screens, books, LEGOs when adults direct me to do so.

Can't-do's

- Fight
- Yell
- Ignore

Can-do's

- Deep breaths
- Self-talk (it's ok, he's my little brother)
- Share
- Deep breaths
- Self-talk (if I am flexible now I could get more time to do this later)
Wheel of Choice

- Share and take turns
- Say sorry
- Ignore the person
- Talk about how you feel
- Go somewhere else
- Count to ten and calm down
- Choose another activity
- Tell them to stop

Wheel of Fun!

Happy Go Lucky

Make a Choice: Keeping Working

We have work to do.

I work hard.

I keep working.

I get bored.

I stop doing my work.

I need to finish my work by myself.
Sticker/star for every hour without an outburst

Number of can’t do behaviors or duration of them
Planning activities

• First- Then boards
Every morning, we're late for school, it's like, well, herding cats actually...
Getting ready

• List things needed to be ready
• Collaboratively decide on order
• Make multiple copies of a checklist
• Rehearse/ role play- positive practice and time each step
• Determine how long the routine takes
• Put in action, modify as necessary
• REWARD success
Backpack checklist

- Often best done the night before!

<table>
<thead>
<tr>
<th>Items to go to school</th>
<th>Placed in backpack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Notebooks/folders</td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
</tr>
<tr>
<td>Silent reading book</td>
<td></td>
</tr>
<tr>
<td>Permission slips/ notes for teacher</td>
<td></td>
</tr>
<tr>
<td>Lunch money/ lunch box</td>
<td></td>
</tr>
<tr>
<td>Sport/PE equipment</td>
<td></td>
</tr>
<tr>
<td>Assignment book/planner</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
</tr>
</tbody>
</table>
What's in my backpack?

- Planner
- Pencil pouch
- Hand sanitizer
- Notebook
- Lotion
- EOS
- Binder
- Book
- Backpack
- Lunchbox
- Water bottle
- Phone
Morning Routine Checklist

Drag and drop items to add, delete, or reorder them. Click the text to rename an item.

- Eat breakfast
- Brush teeth
- Get dressed
- Pack homework
- Get backpack
- Put on shoes

Morning Checklist

Shower:
- Wash my body
- Wash my hair
- Get out and dry off
- Put on my robe

Get Ready:
- Wash my face
- Brush my teeth
- Use deodorant
- Blow dry and brush

Get Dressed:
- Put on underclothes
- Put on shirt
- Put on pants
- Put on socks
- Put on shoes
Picture of what it looks like to be ready

- Hair brushed and neat
- LUNCH BOX
- COAT
- BACKPACK
## Chart progress

### Getting Ready For School Chart

<table>
<thead>
<tr>
<th>Task</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make bed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brush teeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put lunch in school bag</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put books in school bag</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get dressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brush Hair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put on coat and shoes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give people a hug or kiss good-bye</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Made it to bus on time

```
<table>
<thead>
<tr>
<th>date</th>
<th>value</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Sep 2023</td>
<td>0.0</td>
</tr>
<tr>
<td>12 Sep 2023</td>
<td>0.0</td>
</tr>
<tr>
<td>13 Sep 2023</td>
<td>0.0</td>
</tr>
<tr>
<td>14 Sep 2023</td>
<td>0.0</td>
</tr>
<tr>
<td>15 Sep 2023</td>
<td>0.0</td>
</tr>
<tr>
<td>16 Sep 2023</td>
<td>1.0</td>
</tr>
<tr>
<td>17 Sep 2023</td>
<td>0.8</td>
</tr>
<tr>
<td>18 Sep 2023</td>
<td>0.6</td>
</tr>
<tr>
<td>19 Sep 2023</td>
<td>0.2</td>
</tr>
<tr>
<td>20 Sep 2023</td>
<td>0.0</td>
</tr>
<tr>
<td>21 Sep 2023</td>
<td>0.0</td>
</tr>
</tbody>
</table>
```

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www.ChoreCharts4Kids.com

www.RewardCharts4Kids.com
Cleaning your room/desk/backpack,...

• Collaboratively list steps involved
• Create a checklist
• Decide when the chore will be done
• Decide on cues and reminders
• Decide how much support is needed in the beginning
• Decide how quality will be judged

➤ Saturday morning, every day,...

➤ Point to list, leave list out, “please clean your room,” “now we need to ____,”...

➤ At the beginning- entire time
➤ See picture, nothing on the floor but furniture
| Task- Clean room                                      | Number of reminders Tally (|||) | Done (✓) |
|------------------------------------------------------|--------------------------------|----------|
| Put dirty clothes in hamper                          |                                |          |
| Put clean clothes in dresser/closet                  |                                |          |
| Put toys away (shelves, boxes)                       |                                |          |
| Put books on book shelf                              |                                |          |
| Throw away trash                                     |                                |          |
| Return things to other rooms (ex. dishes, towels, sports equipment) | |          |
| other                                                |                                |          |
Desk cleaning

• Place items where the individual who uses the space wants them
• Label places and storage items
Desk cleaning

<table>
<thead>
<tr>
<th>Task</th>
<th>Number of reminders</th>
<th>done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put writing utensils away</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick up desk surface (papers are thrown away or stored where they belong; equipment is put where it belongs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put away things that don’t belong in/on desk away (snacks, dishes, clothes, sports gear, …)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear baskets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desk matches photograph</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What does a clean desk look like?

1. Name tag left alone
2. No trash
3. All papers in folders or notebooks
5. Books and notebooks stacked neatly
6. Nothing on the floor
Maintenance - every time you use the desk

Check picture - does the desk look like the picture?

- YES
  - Do your work
  - Put work away (in backpack, file, ...)
  - Clean up the desk so it looks like the picture

- NO
  - Clean the desk
MEMORY
Memory Skills- studying for a test

• Keep a monthly calendar with upcoming tests
• Create a study plan- approximately 5 days- 1 week ahead of time
• Use a study skills menu to decide on strategies
• Do some work every day
• For people with attention issues, pick a variety of strategies to use for a short time
• Take a post test evaluation to look at how the plan worked
Study strategies menu

• Create flash cards and practice- Go through once. Separate those you know from those you don’t know. Practice those you don’t know.
  • someone else quizzes you
  • Match the term to the definition (open faced or game of concentration)
  • Virtual cards- Quizlet.com, Cram.com, studyblue.com

• Rewrite your notes in your own words. Add images to help you remember them
Study strategies menu, continued

• Make a practice test and take it
• Use online resources to practice: IXL.com, Quia.com, textbook online resources
• Make a song, cartoon, jokes or skit about the content
• Reread notes and highlight important details
• Read and recite note highlights
Study strategies menu, continued

• Reread notes or text and outline them or group similar concepts
• Make connections to what else you know
• Create mnemonics to help you remember
• Draw a chart, concept map or graphic organizer showing the information
• Teach others the information
Prentice Hall World History: Survey Edition

UNIT 1: EARLY CIVILIZATIONS (Prehistory – A.D. 1570)
Chapter 1: Foundations of Civilization (Prehistory – 3000 B.C.)
Chapter 2: Ancient Middle East and Egypt (3200 B.C.–500 B.C.)
Chapter 3: Ancient India and China (2600 B.C.–A.D. 550)
Chapter 4: Ancient Greece (1750 B.C.–133 B.C.)
Chapter 5: Ancient Rome and the Rise of Christianity (509 B.C.–A.D. 476)
Chapter 6: Civilizations of the Americas (Prehistory – A.D. 1570)

UNIT 2: REGIONAL CIVILIZATIONS
Chapter 7: The Rise of Europe (500–1300)
Chapter 8: The High and Late Middle Ages (1050–1300)

UNIT 4: ENLIGHTENMENT AND REVOLUTION
Chapter 17: The Enlightenment and the American Revolution (1700–1800)
Chapter 18: The French Revolution and Napoleon (1789–1815)
Chapter 19: The Industrial Revolution Begins (1750–1850)
Chapter 20: Revolutions in Europe and Latin America (1790–1848)

UNIT 5: INDUSTRIALISM AND A NEW GLOBAL AGE
Chapter 21: Life in the Industrial Age (1800–1914)
Chapter 22: Nationalism Triumphs in Europe (1800–1914)
Chapter 23: Growth of Western Empire (1800–1914)
Slope is the ratio of vertical change to horizontal change.

Slope = \( \frac{\text{Rise}}{\text{Run}} \)

- **Rise**
  - up - positive
  - down - negative
- **Run**
  - right - positive
  - left - negative

**Example**

\[ \text{Slope} = \frac{2}{4} = \frac{1}{2} \]

**Non-Example**

- We can only use this method for straight lines.
- \( \frac{y}{x}, \frac{x}{y} \)
**Mnemonic**

<table>
<thead>
<tr>
<th>Please</th>
<th>P</th>
<th>Parenthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excuse</td>
<td>E</td>
<td>Exponent</td>
</tr>
<tr>
<td>My</td>
<td>M</td>
<td>Multiplication</td>
</tr>
<tr>
<td>Dear</td>
<td>D</td>
<td>Division</td>
</tr>
<tr>
<td>Aunt</td>
<td>A</td>
<td>Addition</td>
</tr>
<tr>
<td>Sally</td>
<td>S</td>
<td>Subtraction</td>
</tr>
</tbody>
</table>

**Mnemonic Device: Examples**

- King Phillip Came Over For Green Soup
- Kings Play Chess On Fine Grained Sand
- Kindly Put Candy Out For Good Students
- Kingdom Phylum Class Order Family Genus Species
- You develop a mnemonic device!

---

**Great Lakes**

**HOMES**

- Huron
- Ontario
- Michigan
- Erie
- Superior

![Great Lakes Region](https://en.wikipedia.org/wiki/File:Rainbow-diagram-ROYGBIV.svg)
<table>
<thead>
<tr>
<th>Glacial landforms</th>
<th>Definition</th>
<th>Deposition erosion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arête</td>
<td>Deposition erosion</td>
<td></td>
</tr>
<tr>
<td>Cirque</td>
<td>Deposition erosion</td>
<td></td>
</tr>
<tr>
<td>Esker</td>
<td>Deposition erosion</td>
<td></td>
</tr>
<tr>
<td>moraine</td>
<td>Deposition erosion</td>
<td></td>
</tr>
<tr>
<td>Horn</td>
<td>Deposition erosion</td>
<td></td>
</tr>
<tr>
<td>kettle</td>
<td>Deposition erosion</td>
<td></td>
</tr>
<tr>
<td>till</td>
<td>Deposition erosion</td>
<td></td>
</tr>
</tbody>
</table>

**Articles of Confederation**
- Congress had no power to tax or regulate trade.
- No common currency
- No executive or judicial branch
- No federal government
- States have all the power
- Each state has one vote
- Congress had the power to make laws.
- States had some degree of power
- Congress with the power to declare war, raise armies, and create treaties.
- Senate has 2 representatives from each state, House of Representatives based on population

**Constitution**
- Legislative, Executive, and Judicial branch
- Common Currency
- Strong Federal government
- Shared power between the Federal and State governments
- Congress has power over tax and can regulate trade
- Federal law is the supreme law of the land
- Federal power's limited to those specified in the Constitution
**Quadrilaterals**

<table>
<thead>
<tr>
<th>Name</th>
<th>Picture</th>
<th>Sides</th>
<th>Angles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Square</td>
<td><img src="image" alt="Square" /></td>
<td>4 equal sides</td>
<td>4 90° angles</td>
</tr>
<tr>
<td>Rectangle</td>
<td><img src="image" alt="Rectangle" /></td>
<td>4 sides</td>
<td>Opposite sides are equal</td>
</tr>
<tr>
<td>Parallelogram</td>
<td><img src="image" alt="Parallelogram" /></td>
<td>4 sides</td>
<td>Opposite sides are equal</td>
</tr>
<tr>
<td>Rhombus</td>
<td><img src="image" alt="Rhombus" /></td>
<td>4 equal sides</td>
<td>Opposite sides are equal</td>
</tr>
<tr>
<td>Trapezoid</td>
<td><img src="image" alt="Trapezoid" /></td>
<td>4 sides</td>
<td>1 pair of parallel sides</td>
</tr>
</tbody>
</table>

**First Person**
- Character in story tells story
- Tells from own point of view
- Describes own thoughts, feelings, and actions
- Pronouns: I, we

**Third Person**
- Someone outside the story tells story
- Might know everything about the characters
- Does not always include characters’ thoughts and feelings
- Pronouns: he, she, it, they

**Both**
- A way of telling a story
- Uses pronouns

---

**Plot Diagram**

- **Exposition**
  - Event
  - Event
  - Event

- **Rising Action**
  - Event
  - Event

- **Climax:**

- **Falling Action:**
  - Event

- **Resolution:**
Study Plan evaluation

• Go back to the written plan
• Did you complete each element? Were there items in the plan that you did not like to do? That you liked doing?
• How long did you study for?
  • 1 hr for an easy test, 2 hrs for a medium test, 3 hrs for a hard test
  • OVER at least five days
• How did you do on the test?
• What do you need to do next time?