



Coffee Chat

with the Diverse Learners Cooperative



Supporting Executive Functioning

- Thursday, April 30th
- 8:30 - 8:45am CST



We connect teachers to relevant professional growth opportunities, resources, and networks that propel best practice and lifelong success for diverse learners.



CREATE



COLLABORATE



COACH

Today...

1. What is executive functioning?
2. How did we support executive functioning before?
3. How can we support executive functioning now?



What is Executive Functioning?

Executive function is a set of mental skills that include working memory, flexible thinking, and self-control. We use these skills every day to learn, work, and manage daily life.



CREDIT: [HTTP://COGX.INFO](http://cogx.info) (DR. BROWN)

ORGANIZE, PRIORITIZE,
ACTIVATE WORK

MONITOR AND
SELF-REGULATE
ACTIONS

UTILIZE WORKING
MEMORY & SHORT TERM
RECALL

MANAGE FRUSTRATIONS
AND MODULATE
EMOTIONS

REGULATE ALERTNESS,
SUSTAIN EFFORT AND
SPEED

FOCUS, SUSTAIN AND
ABILITY TO SHIFT TASK
ATTENTION



How did we support Executive Functioning in schools?

- ❑ Built in supports through classroom planning, schedules and routines
- ❑ Explicitly stated directions + expectations
- ❑ Frequent checks for understanding
- ❑ Preparations for transitions
- ❑ Organizers and assignment calendars
- ❑ IEP goals + explicit instruction

Have homework written down in the same spot every day



Explicitly teach executive functioning & study skills



Give an extra 3-5 minutes to organize before transitions



Schedule a weekly organization time



Create routines and practice them often



Incorporate movement during instruction

Create an end-of-the-day checklist to remember materials



Provide brain breaks during and after instruction



Clearly explain academic & social expectations



Keep an extra set of books at home and in the classroom



Use countdowns & time checks during work periods



Have students set up homework binders





What are we expecting at home?

- ❑ Independent academic task completion
- ❑ Logging on to instruction at specific times
- ❑ Participate in digital social interactions
- ❑ Follow new + unfamiliar directions
- ❑ Ask for help when needed
- ❑ Regulate emotions during a global pandemic

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How can we support?



Set goals

Support students to choose goals (academic or not).

Consider interests. Offer choice.

Build skills to tackle the goal. Break it down into action steps + timelines.

Student Goal Planning Sheet
..... Trimester/Quarter/Semester

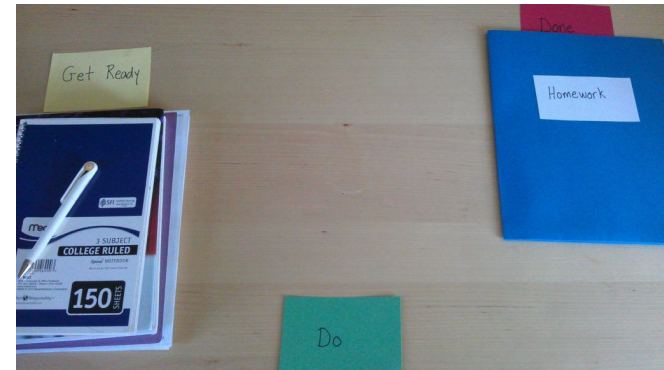
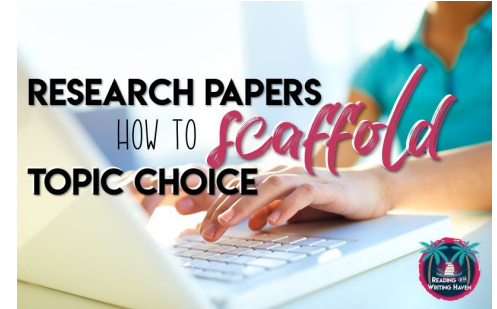
I am good at... ----- ----- -----	I need to work on... ----- ----- -----
--	---

My plan to improve is _____

If my plan doesn't work then I'll _____

I'll know my plan is working when _____







Signed: _____
Date: _____



Checklists

Following a checklist of steps also minimizes the mental and emotional strain many kids with executive dysfunction experience while trying to make decisions.

Checklists are versatile, visual, and engaging.

 Time	Activity	Done 
	Morning Routine - follow the checklist 	
	Reading for 20 minutes 	
	Exercise for 30 minutes 	
	Lunch! 	

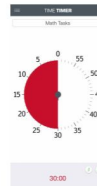


Daily Assignments: Monday

This is an example of a completed task list based on the daily tasks for a 6th grade student using the Grab N Go materials.

Math Tasks: [about 30 minutes to complete]

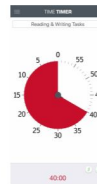
- Watch the Basic Ratios video at: <https://bit.ly/2R1h22f>
- Complete page 1: Understanding Ratio Concepts
- Watch the Equivalent Ratio Word Problems video at: <https://bit.ly/2R1h22f>
- Complete page 2: Using Equivalent Ratios
- Complete **only 3** ratio tables on page 3 as a fluency activity











[Take a brain break! Spend 10-15 minutes moving your body, like in this video: [GoNoodle Mood Walk Video](#)]

Reading & Writing Tasks

- Read the article "Simone Biles" at least once on pages 1 - 2
- Complete page 3: Answer questions 1 - 4 using information from the text
- Independently read a book of your choice for 20 minutes



[All done! Great job finishing your work for today.]

 Time to Get Ready for Bed! 	
 →	Change into your pajamas.
 + 	Brush your teeth and use the bathroom.
	Pick a story to read.
 + 	Turn off the lights, and go to sleep!



Work the Clock

Set time limits for tasks to give children a sense of beginning and end, and how to go about the task.

Break down large tasks into smaller pieces limited by time.

Make time visual!

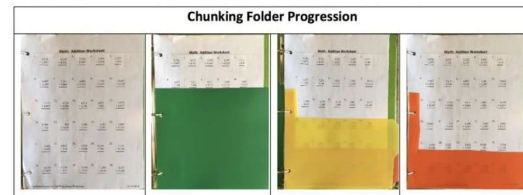
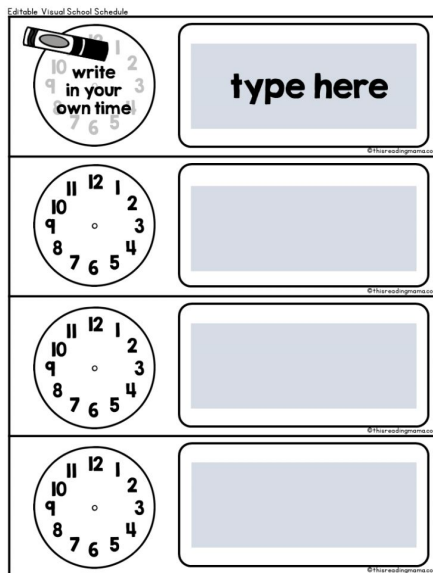


Figure 2. Chunking folder showing progression of work.



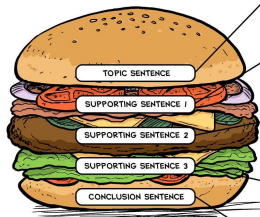
9 Steps for Breaking Down Assignments

Make structure visible

... or audible!

Name _____
Date _____

The Hamburger Paragraph





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Zoom Video Conferencing Student Guidelines

 Check sound and video	 Make sure an adult is present	 Find a quiet place
 Come prepared	 Be on time	 Use a simple background
 Mute microphone when not speaking	 Raise your hand to participate	 Be respectful Follow the agreements of the group

Parent permission is required for 1:1 conversations.
1:1 video conversations with students will be recorded.



Take a Meta-Moment

 1. Something happens	 2. Sense
 3. Stop	 4. See your best self
 5. Strategize	 6. Succeed!



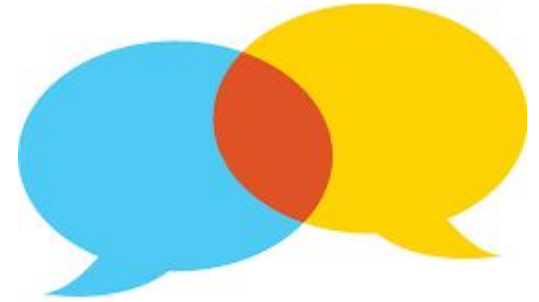
Engage

Synchronous learning promotes ongoing teacher support (when possible).

Assign smaller, similar tasks more often to establish routine.

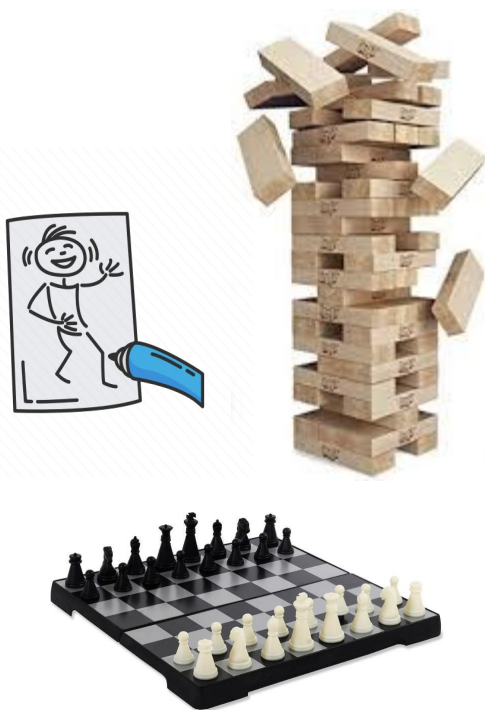
Check-in frequently.

Create space for peers to interact and ask questions. These opportunities serve as good models of executive functioning strategies.



Play!

Games a great way to practice executive functioning skills, while also encouraging fun with the family.



1	BLURT (self-control, metacognition)
2	SCRABBLE (planning, organization)
3	PICTIONARY (flexibility, time management)
4	DISTRACTION (working memory, attention)
5	5 SECOND RULE (time management, task initiation)
6	FREEZE (self-control, attention)
7	JENGA (self-control, flexibility, planning)
8	BRAINTEASERS (perseverance, flexibility)
9	CHES (planning, flexibility, working memory)
10	SODUKU (perseverance, working memory)



Celebrate success

Positive praise works at home just like at school (perhaps even more!)

External motivators highlight the value of these new strategies.

So celebrate with them!



ACTIVITY	MON	TUES	WEDS	THURS	FRI	SAT	SUN
GET DRESSED	✓						
TAKE VITAMINS	✓						
HELP MOM	✓						
EAT FRUITS AND VEGGIES	✓						
PICK UP TOYS	✓						
BRUSH TEETH	✓						





[Apps to support executive functioning](#)

[Executive Functioning in Online Environments](#)

Improving [Sustained Attention](#), [Task Initiation](#), [Response Inhibition](#)

[Teach Kids to Think About Their Thinking – Metacognition](#)

[How to Help Middle-Schoolers Gain Self-Control](#)

[Flexible Thinking: How to Encourage Kids to Go With the Flow](#)



Let's hear from you.





Thank you!

www.diverselearnerscoop.com/covid19

Join us [here](#) next time for:

Virtual IEP Meetings

- May 5, 2020
- 8:30 - 8:45am CST