

Smart but Scattered: Helping Children and Adolescents with Executive Dysfunction at Home and at School

smartbutscatteredkids.com

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Executive Skills: 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.

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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.

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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 -- those 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.

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Executive Skills: 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.
- **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.

5

What working memory looks like in a 15-year old



6

What working memory looks like in a 15-year old-- and what impact it has on parents



7

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- **Emotional Control:** The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.

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Fighting parents hurt children's ability to recognize and regulate emotions

Date: September 17, 2014

Source: New York University

Exposure to verbal and physical aggression between parents may hurt a child's ability to identify and control emotions, according to a longitudinal study led by NYU's Steinhardt School of Culture, Education, and Human Development.

The findings, which appear in the journal *Development and Psychopathology*, also suggest that household chaos and prolonged periods of poverty during early childhood may take a substantial toll on the emotional adjustment of young children.

"Our study points to ways in which aggression between parents may powerfully shape children's emotional adjustment," says C. Cybele Raver, professor of applied psychology at NYU Steinhardt and the study's lead author. "Arguing and fighting is psychologically stressful for the adults caught in conflict; this study demonstrates the costs of that conflict for children in the household as well."



Exposure to verbal and physical aggression between parents may hurt a child's ability to identify and control emotions. (stock image)

Credit: © doble.d / Fotolia

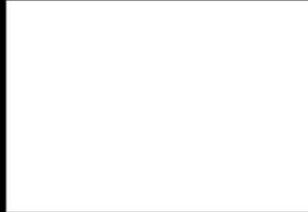
Executive Skills: Definitions

- **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.

ADHD KIDS



What teachers think we do.



What society th

When the Adderall kicks in



Executive Skills: Definitions

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- **Task Initiation:** The ability to begin projects without undue procrastination, in an efficient or timely fashion.

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What task initiation looks like in a 15-year old



14

What task initiation looks like in a 15-year old-- and what impact it has on parents



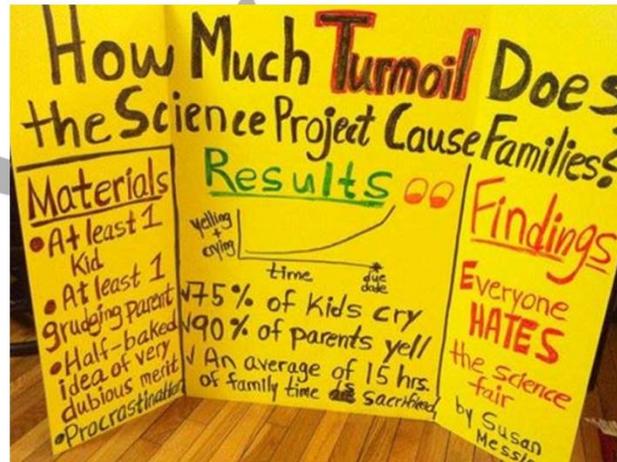
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- **Task Initiation:** The ability to begin projects without undue procrastination, in an efficient or timely fashion.
- **Planning/Prioritization:** The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what's important to focus on and what's not important.

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Planning is a skill that takes time to develop



Executive Skills: Definitions

- **Organization:** The ability to create and maintain systems to keep track of information or materials.
- **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.

Executive Skills: Definitions

- **Organization:** The ability to create and maintain systems to keep track of information or materials.
- **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.
- **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.
- **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?”).

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CORE CONCEPTS IN THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT

Experience Shapes Brain Architecture by Over-Production of Connections Followed by Pruning



2

Neural proliferation and pruning is a normal, healthy part of brain development: connections that are not used are pruned away.

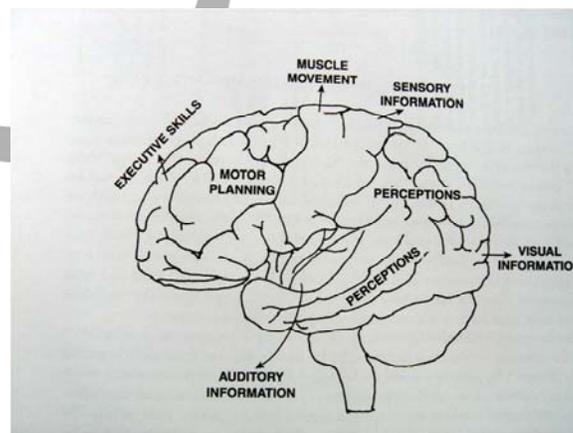
The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood. During the first few years of life, 700 new synapses (neural connections) are formed every second. After a period of rapid proliferation, connections are reduced through a process called pruning, so that brain circuits can become more efficient. Early experiences affect the nature and quality of the brain's developing architecture by determining which circuits are reinforced and which are pruned through lack of use. Some people refer to this as "use it or lose it." *Graphic Source: Chugani, H.T. Synaptic Density. [Drawing]. In R. Shore, Rethinking the Brain: New Insights into Early Development (p. 20). New York: Families and Work Institute, 1997.*

Why is it important to help kids develop executive skills?



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



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A baby's brain at 35 weeks weighs only two-thirds of what it will weigh at 39 to 40 weeks.

35 weeks 39 to 40 weeks

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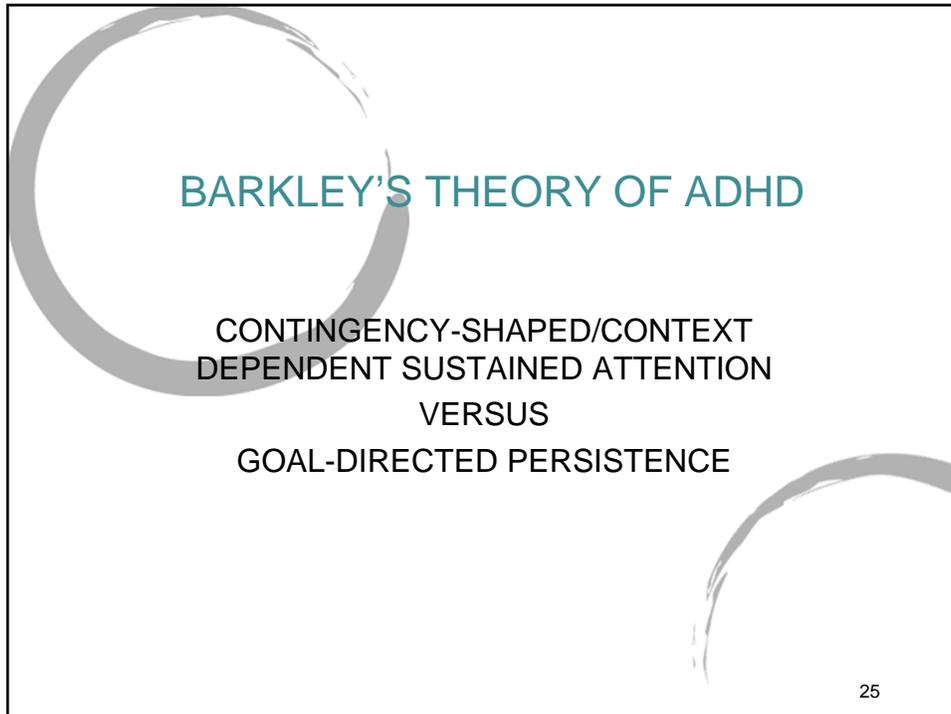
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CORE CONCEPTS IN THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT
Toxic Stress Damages Developing Brain Architecture

6 **Typical neuron: many connections** **Neuron damaged by toxic stress: fewer connections**

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.

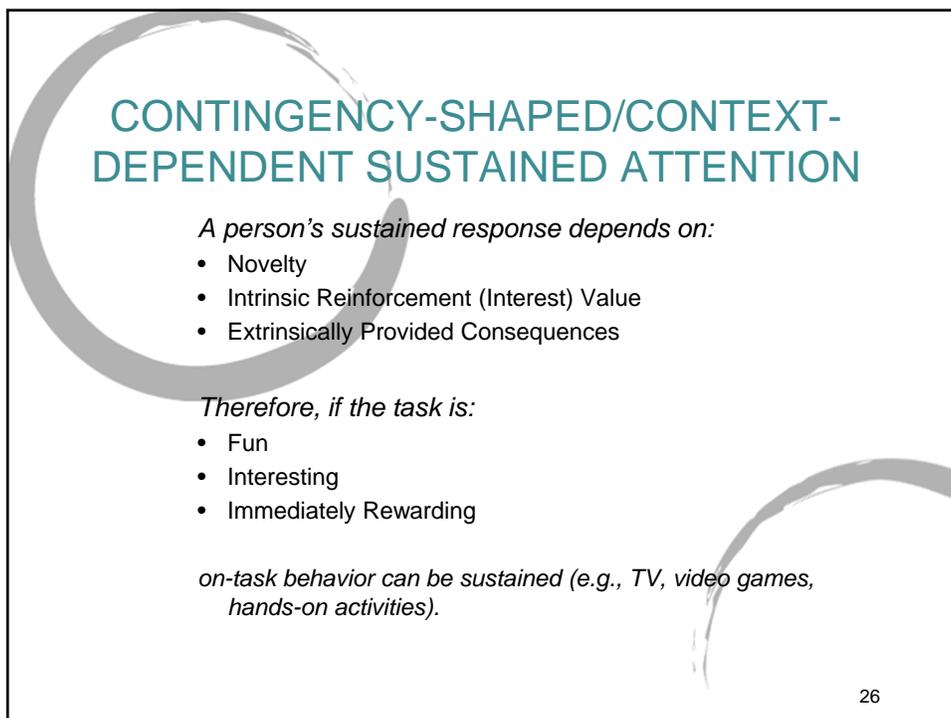
www.developingchild.harvard.edu Center on the Developing Child HARVARD UNIVERSITY



BARKLEY'S THEORY OF ADHD

CONTINGENCY-SHAPED/CONTEXT
DEPENDENT SUSTAINED ATTENTION
VERSUS
GOAL-DIRECTED PERSISTENCE

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CONTINGENCY-SHAPED/CONTEXT- DEPENDENT SUSTAINED ATTENTION

A person's sustained response depends on:

- Novelty
- Intrinsic Reinforcement (Interest) Value
- Extrinsically Provided Consequences

Therefore, if the task is:

- Fun
- Interesting
- Immediately Rewarding

on-task behavior can be sustained (e.g., TV, video games, hands-on activities).

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Context-dependent sustained attention vs. goal-directed persistence

Email from teacher of 15-year old 10th grader:

“Hopefully the report card that went out has answered many of your questions concerning Joseph. I have spoken with him about his performance in class and hopefully he has shared our conversation with you. Joseph is a great asset to our class as he often contributes excellent answers and asks meaningful, searching questions. He is very bright and works well with the other students. His mark is a barely-passing one only because his unit test was high enough to fill in for all the other marks that were missing. This result shows that Joseph pays attention in class, understands a lot of the material and is good at the critical thinking required on the multiple choice tests. This result also shows that Joseph is not doing any of the projects or seat work connected to the units.”

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Goal Directed Persistence

Requires the individual to—

- Generate and hold a mental representation of the goal in mind (*working memory*).
- Formulate a plan and set of rules to follow (*self-directed speech*).
- Inhibit and regulate negative affect (i.e., disappointment and frustration) associated with self-deprivation.
- Kindle self-motivated or positive drive states in support of the plan (*self-regulation of affect*).
- Experiment with multiple novel approaches toward goal achievement before selecting one to perform (*reconstitution*).

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THE INDIVIDUAL *WITH* ADHD HAS DIMINISHED SELF-REGULATION

...therefore sustained attention is highly context and contingency dependent. Without rewards or interest in the immediate context, work is cut short.

THE INDIVIDUAL *WITHOUT* ADHD HAS ADEQUATE SELF-REGULATION

therefore s/he requires no source of reward or motivation in the immediate context for performance.

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Biological underpinnings

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.

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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.

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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.

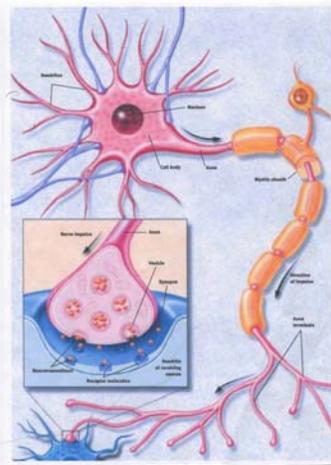
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How do executive skills develop?



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.

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All skills, including executive skills, improve with practice...



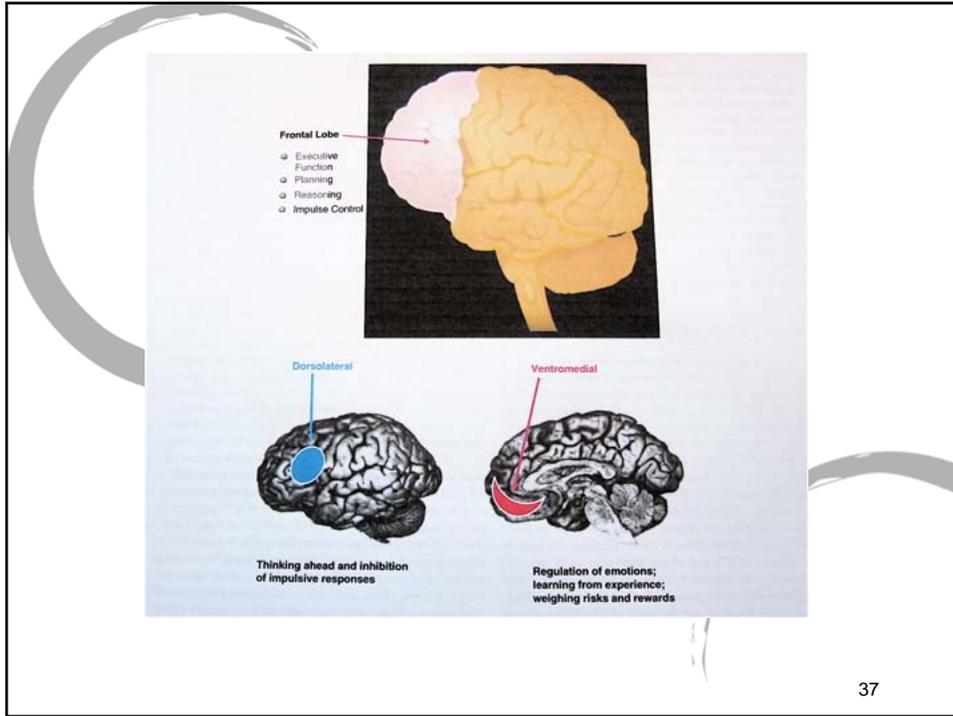
Technique rules: Repetition builds better brain circuitry.

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

Frontal lobes take time to develop...

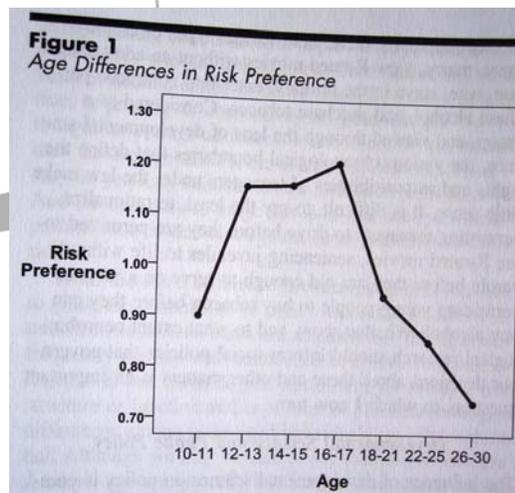
ZITS by Jerry Scott and Jim Borgman





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Risk-taking in Adolescence



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The teenage brain is like a Ferrari: it's sleek, shiny, sexy, and fast, and it corners really well. But it also has really crappy brakes.

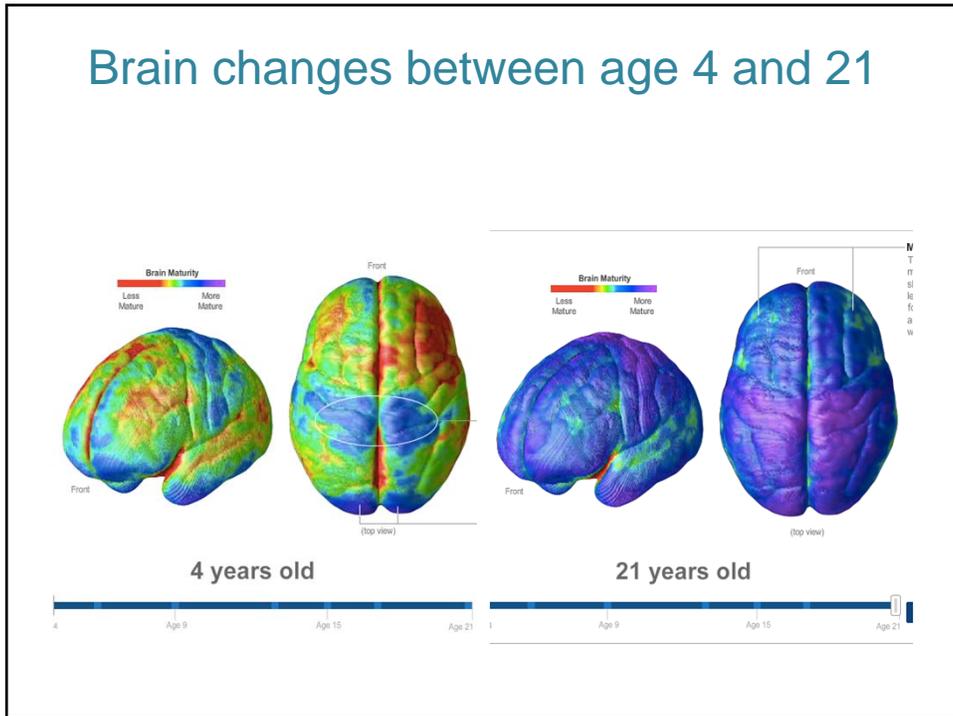


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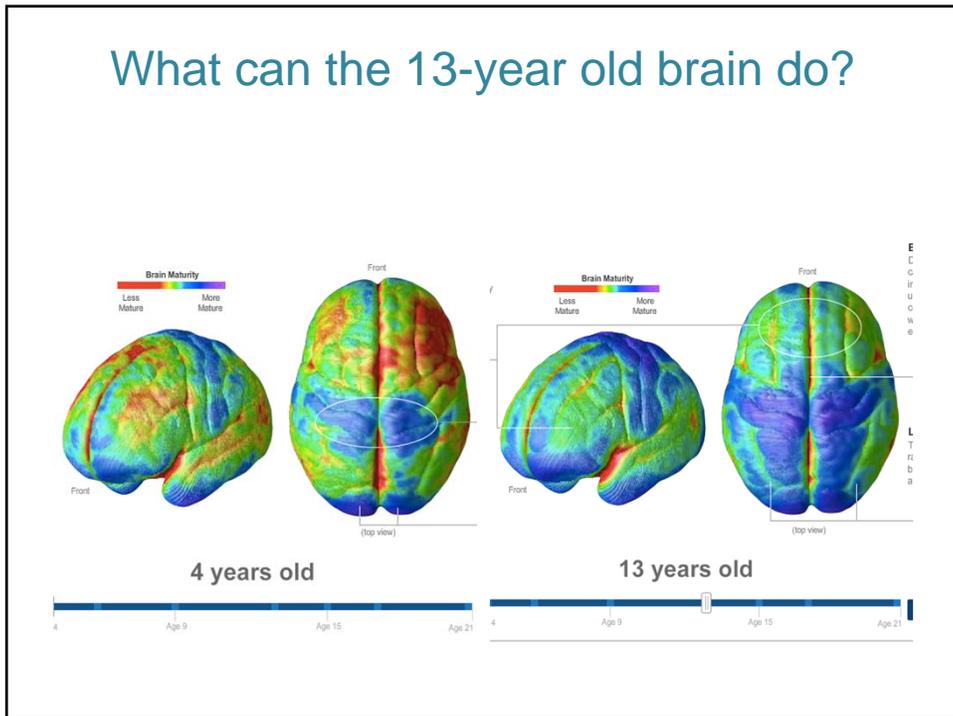
<http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html>

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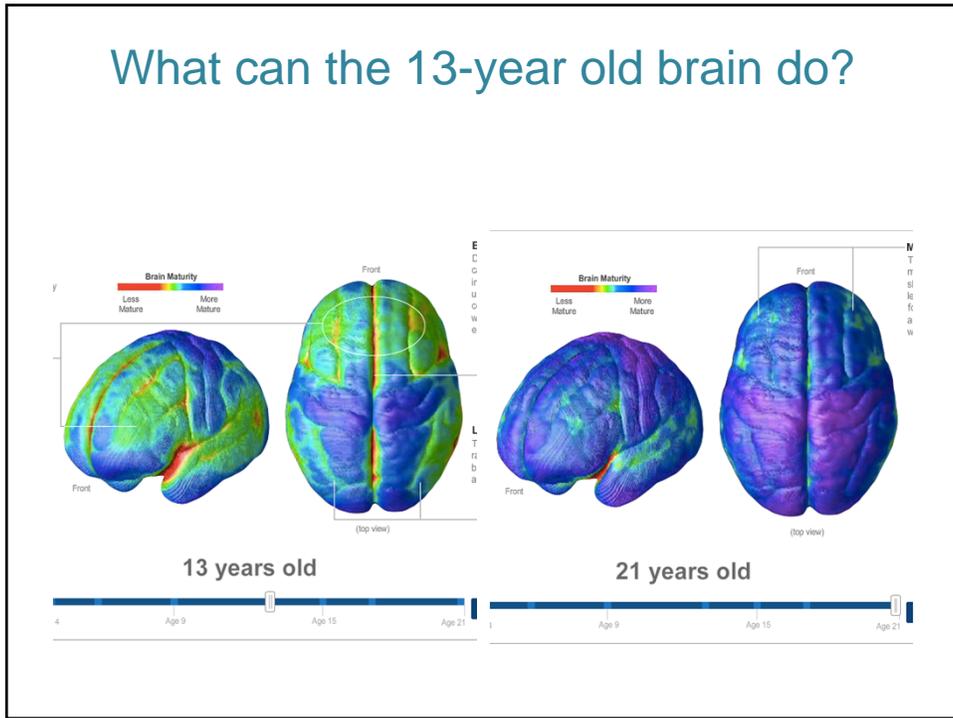
Brain changes between age 4 and 21



What can the 13-year old brain do?

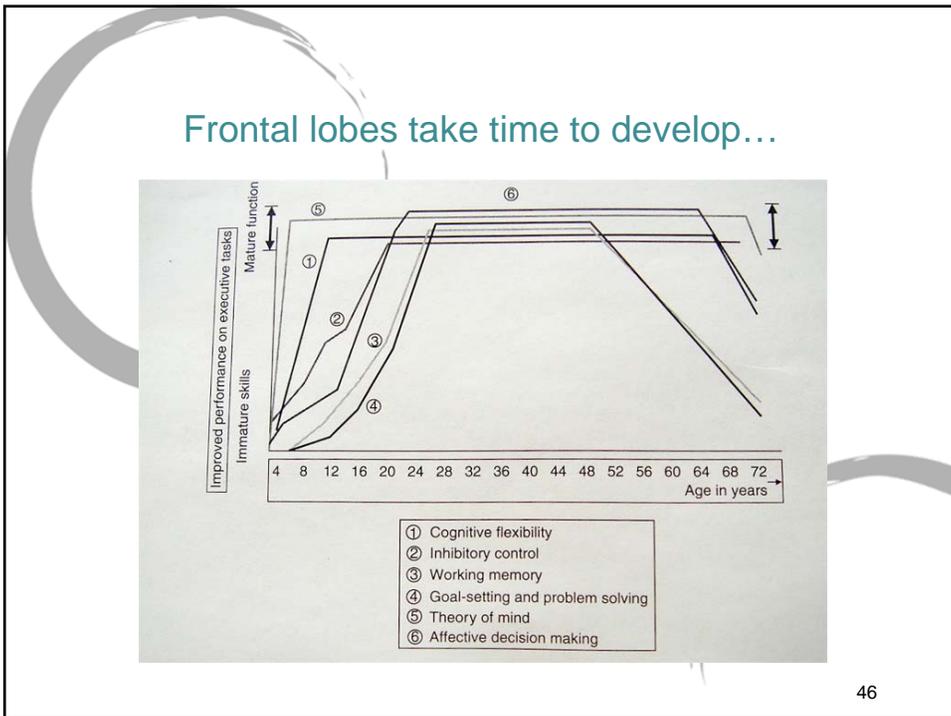
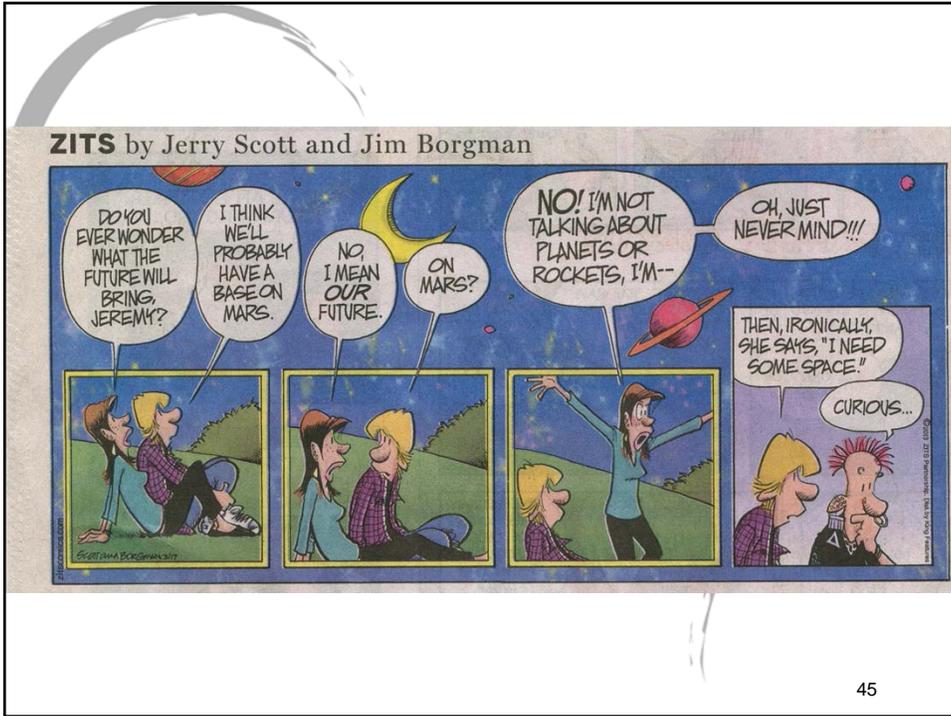


What can the 13-year old brain do?



And there may be gender differences...





Cognitive Decline Begins In Late 20s, Study Suggests

Date: March 20, 2009

Source: University of Virginia

A new study indicates that some aspects of peoples' cognitive skills — such as the ability to make rapid comparisons, remember unrelated information and detect relationships — peak at about the age of 22, and then begin a slow decline starting around age 27.

"This research suggests that some aspects of age-related cognitive decline begin in healthy, educated adults when they are in their 20s and 30s," said Timothy Salthouse, a University of Virginia professor of psychology and the study's lead investigator.

His findings appear in the current issue of the journal *Neurobiology of Aging*.

Salthouse and his team conducted the study during a seven-year period, working with 2,000 healthy participants between the ages of 18 and 60.

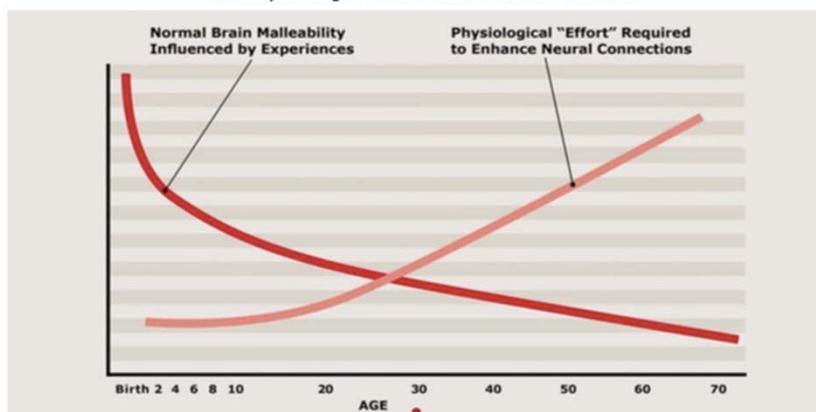
Participants were asked to solve various puzzles, remember words and details from stories, and identify patterns in an assortment of letters and symbols.

Many of the participants in Salthouse's study were tested several times during the course of years, allowing researchers to detect subtle declines in cognitive ability.

Top performances in some of the tests were accomplished at the age of 22. A notable decline in certain measures of abstract reasoning, brain speed and in puzzle-solving became apparent at 27.

Salthouse found that average memory declines can be detected by about age 37. However, accumulated knowledge skills, such as improvement of vocabulary and general knowledge, actually increase at least until the age of 60.

The Ability to Change Brains and Behavior Decreases Over Time



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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)

ASSESSMENT PROCEDURES

- Parent and teacher interviews
 - Behavior rating scales
 - Formal assessment
 - Behavior observations
 - Informal assessment

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ASSESSMENT OF 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.).

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| | |
|--|------------------------------|
| Name: _____ | Person(s) Interviewed: _____ |
| <p>PRESENTING CONCERNS:</p> | |
| <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;">Possible tests</div> | |
| <p>SCHOOL HISTORY:</p> | |
| Academic— | |
| Behavioral/Social— | |
| Previous evals/teacher concerns— | |
| Special Ed or 504— | |
| How does the child feel about school? | |
| <p>HOME ISSUES:</p> | |
| <p>HOMEWORK/EXECUTIVE SKILLS:</p> | |
| 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— | |

| | |
|---|---|
| Behavior Observations: | |
| Physical appearance: | Language skills: |
| Attention/activity level: | Affect/mood: |
| Unusual behaviors: | Other: |
| Student Interview: | |
| What do you like to do for fun? Other notes: | Do you like school? Y N Best thing about school? Worst thing about school? Thoughts about homework: Do you get along with other kids at school? |
| Formulation/Key Points: | |
| 1. 2. 3. | Preliminary Recommendations: 1. 2. 3. 4. 5. |

STUDENT INTERVIEW—EXCERPT:

HOMEWORK: I'm going to ask you some questions about homework and the kinds of problems kids sometimes have with homework. Please tell me if you think these are problems for you. I may ask you to give me examples.

| Item | Not a problem | Notes |
|--|---------------|-------|
| Getting started on homework (T1). <i>Related questions:</i> What makes it hard? When is the best time to do homework? Are some subjects harder to start than others? | | |
| Sticking with it long enough to get it done (SA). <i>Related questions:</i> Is this worse with some subjects than others? What do you say to yourself that either leads you to give up or stick with it? Does the length of the assignment make a difference in your ability to stick with it? | | |

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HOMEWORK (continued)

| Item | Not a problem | Notes |
|---|---------------|-------|
| Remembering assignments (WM). <i>Related questions:</i> Do you have trouble remembering to write down assignments, bring home necessary materials, or hand in assignments? Do you lose things necessary to complete the task? | | |
| Becoming distracted while doing homework (SA). <i>Related questions:</i> What kinds of things distract you? Have you found places to study that minimize distractions? How do you handle distractions when they come up? | | |

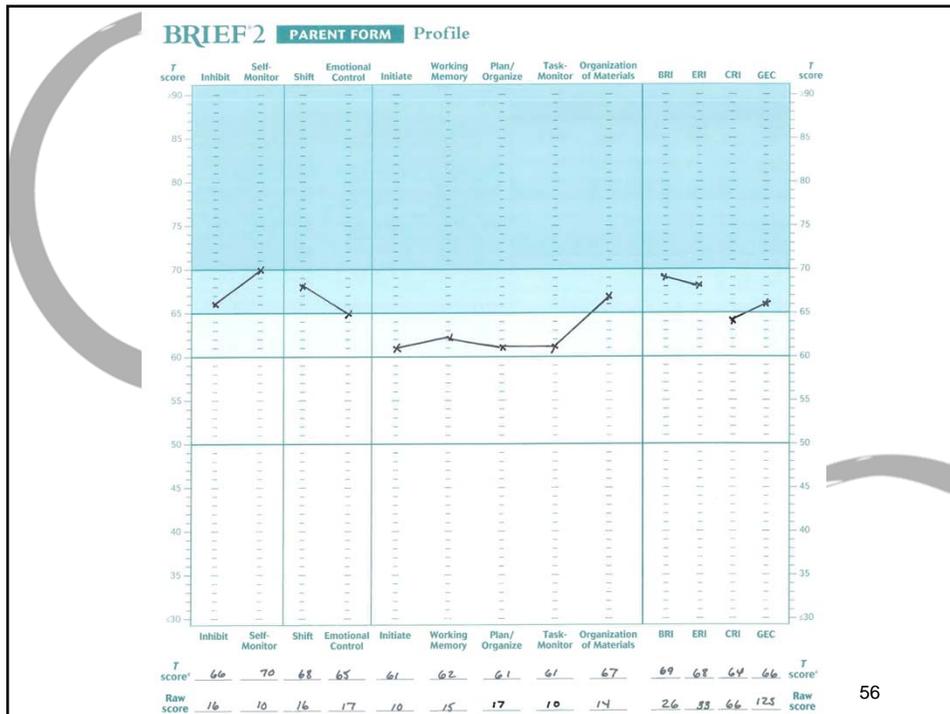
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ASSESSMENT OF EXECUTIVE SKILLS

Behavior Rating Scales

- **Behavior Rating Inventory of Executive Function-2 (BRIEF-2).** Available from PAR (parinc.com).
- **Child Behavior Checklist/Teacher Report Form.** (ASEBA.org)
- **ADHD Rating Scales-V.** (guilford.com)
- **Brown ADD Scales.** (pearsonclinical.com)

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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 |

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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*.

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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 not be right to tell people they have to wear uniforms. It would not be fair because parents buy clothes for their kids and kids they have to wear uniforms. Don't make us wear uniforms.
Sincerely
Mike [redacted]

Name: Mike [redacted] Date: 9/21/02 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:

What Do Executive Skill Weaknesses Look Like in Students?

- Acts without thinking
- Interrupts others
- Overreacts to small problems
- Upset by changes in plans
- Overwhelmed by large assignments
- Talks or plays too loudly
- Resists change of routine
- Doesn't notice impact of behavior on others
- Doesn't see their behavior as part of the issue
- Easily overstimulated and has trouble calming down
- Gets stuck on one topic or activity
- Gets overly upset about "little things"
- Out of control more than peers
- Can't come up with more than one way to solve a problem
- Low tolerance for frustration
- Acts wild or out of control

61

What Do Executive Skill Weaknesses Look Like in Students?

- Doesn't bother to write down assignment
- Forgets directions
- Forgets to bring materials home
- Keeps putting off homework
- Runs out of steam before finishing work
- Chooses "fun stuff" over homework or chores
- Passive study methods (or doesn't study)
- Forgets homework/forgets to pass it in
- Leaves long-term assignments or chores until last minute
- Can't break down long-term assignments
- Sloppy work
- Messy notebooks
- Loses or misplaces things (books, papers, notebooks, mittens, keys, cell phones, etc.)
- Can't find things in backpack

62

What Do Executive Skill Weaknesses Look Like in Younger Students (K-2)?

- Forgets directions
- Forgets to bring materials back and forth between home and school
- Runs out of steam before finishing work
- Chooses “fun stuff” over homework or chores
- Leaves a trail of belongings wherever he/she goes
- Sloppy work
- Loses or misplaces things (books, papers, permission slips, mittens, lunch money, etc.)
- Messy desk/cubby areas/backpack
- Leaves a “paper trail”—scattered around the room

63

3 Key Strategies for Managing Executive Skill Weaknesses

- Intervene at the level of the environment
- Intervene at the level of the child by—
 1. Teach the child the weak skill
 2. Motivate the child to use the skill

64

Move from external to internal: critical dimensions

EXTERNAL → INTERNAL

CHANGE ENVIRONMENT → CHANGE CHILD

EXTERNAL CUE → SELF-CUE

65

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.

66

Strategies for modifying the environment

1. Change the physical or social environment
2. Modify the tasks we expect the student to perform
3. Change the ways adults interact with the student

67

Change the physical or social environment

- Seating arrangements
- Assignment of students to classrooms or teams.
- Classroom design (including how desks are arranged, as well as placement of work materials, homework collection bins, etc.).
- How the teacher navigates the classroom (standing at front of room, sitting at desk, roaming around class).
- Look at how things are set up at home—could they be rearranged to support weak executive skills?

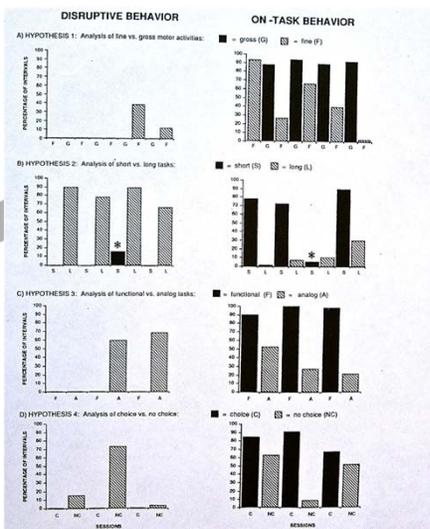
68

Modify the tasks we expect the student to perform

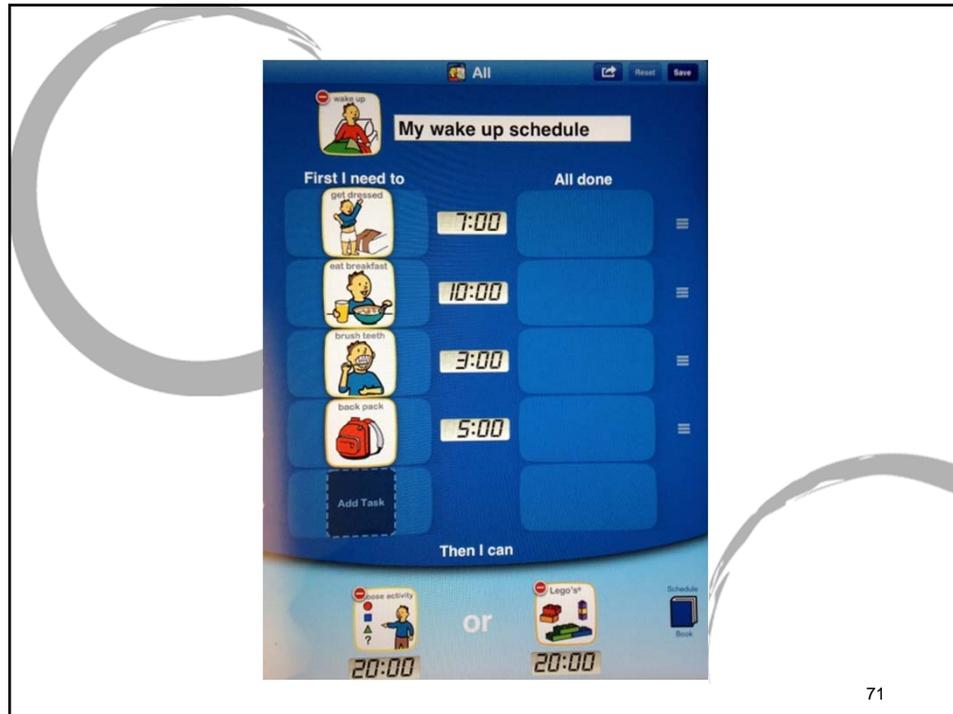
- Presentation of brief tasks
- Build in frequent short breaks
- Allow for choice
- Make open-ended tasks more closed-ended or provide support to do open-ended tasks
- Make steps more explicit (e.g., with templates)

69

Impact of task modification on disruptive behavior/sustained attention



70



71

Modify the tasks we expect the student to perform

- Presentation of brief tasks
- Build in frequent short breaks
- Allow for choice
- **Make open-ended tasks more closed-ended or provide support to do open-ended tasks**
- Make steps more explicit (e.g., with templates)

72

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.

73

Modify the tasks we expect the student to perform

- Presentation of brief tasks
- Build in frequent short breaks
- Make open-ended tasks more closed-ended or provide support to do open-ended tasks
- **Make steps more explicit (e.g., with templates)**

74

Example: Making Steps More Explicit

- **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)

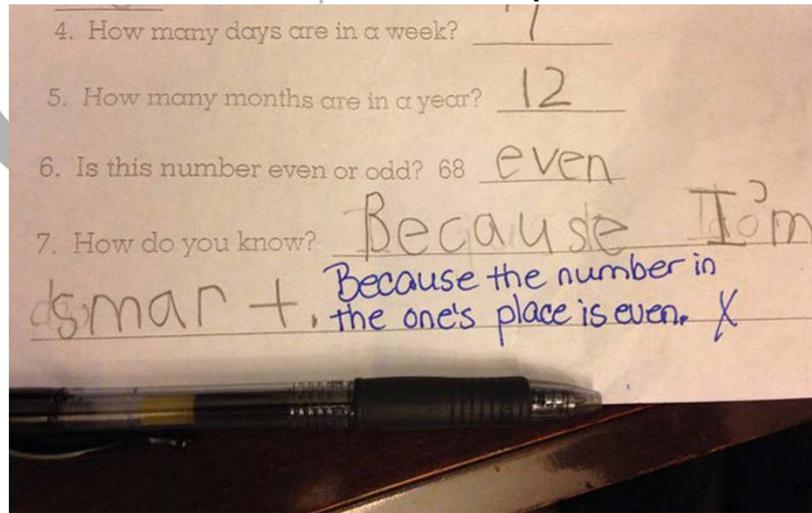
75

Make steps more explicit Example: How to listen

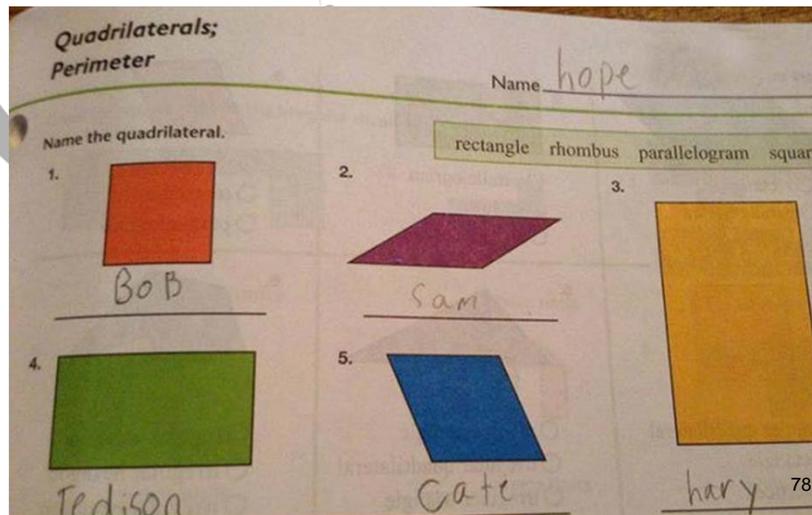
| LISTENING | |
|-------------------------------|---|
| |  |
| Face Speaker |  |
| Pay Attention & Show Interest |  |
| Keep Body Still |  |
| Do not Interrupt |  |

76

Some kids have trouble making inferential leaps



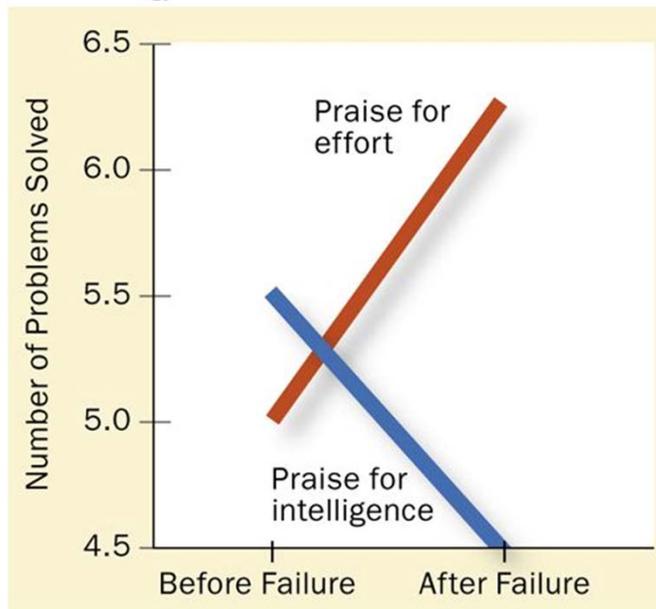
Some kids have trouble making inferential leaps



Change the ways adults interact with the student

- Label the executive skills being practiced; be explicit about why they're important.
- Use prompts and reminders (ask kids how *they* can remember)
- Embed metacognitive questions into instruction
- Use specific praise, reinforcing the use of executive skills
(Rule of thumb: 3 positives for every corrective feedback)

79



FROM "PRAISE FOR INTELLIGENCE CAN UNDERMINE CHILDREN'S MOTIVATION AND PERFORMANCE," BY C.M. MUELLER AND C.S. DIVECK, IN JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, VOL. 75, NO. 1, JULY 1998

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.*)

81

How can we work with kids to get them to use their own executive skills?

- Use minimal cues—if they need more support, model your thought process so they hear how you got to an answer.
- Use visuals whenever possible—a cue on the desk you can point to or ask them to check their list.
- Praise effort, persistence, and risk-taking.

82

How can we work with kids to get them to use their own executive skills?

- Ask children to reflect on their own performance, **especially when they are successful** (What worked for you today? Why do you think it worked?)
- Use questions to get them to use *their* executive skills (What's your plan? Do you have a strategy for that? What's your goal? How long do you think that will take?)

83

How can we work with kids to get them to use their own executive skills?

- When problems arise, share your observations in a nonjudgmental way (I noticed you....What can we do about that?).
- Brainstorm strategies. Together with the child, make a list of possible strategies. Ask the child to pick one, and then check back with the child later to see how it worked (this can be a whole class activity, too).

84

Example: Beginning of the Day Routine

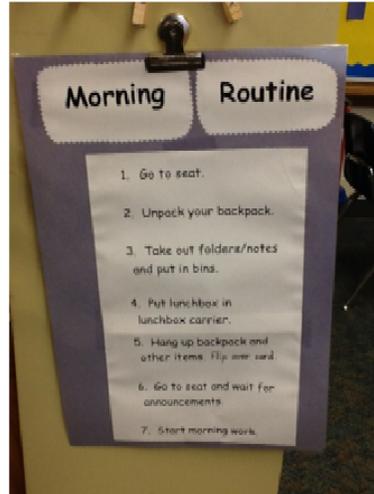
Executive skills addressed: task initiation, sustained attention, working memory, planning, time management.

Example 1: Beginning of the Day Routine

1. Whole class discussion: talk about why an orderly early morning routine is important. Explain that this gets the day off to a smooth start, takes care of “housekeeping” activities, and helps students develop executive skills—yes, talk about the skills explicitly. Solicit examples of when in “real life” these skills are important.
2. Make a list of all the things students need to do before the class comes to order. Have students volunteer suggestions and fill in missing pieces.

Example 1: Beginning of the Day Routine

3. Together decide what a logical order for task completion is.



Example 1: Beginning of the Day Routine

4. Turn the list into a checklist, laminate the list and tape it to every student's desktop.
5. Describe to the class how the process will work every morning. In the beginning the teacher might cue students to refer to their checklist and to go through the items in order, checking off each item as they complete them using a dry erase marker.

Example 1: Beginning of the Day Routine

6. When it's up and running, praise students for remembering to follow the plan, for checking off items on the checklist, and completing the list in the allotted time.
7. Periodically review with them the executive skills they're using and why they're important. Ask students to give examples of when they use those same skills in other settings or contexts (e.g., at home or throughout the school day).

Example 1: Beginning of the Day Routine

8. If necessary, count the number of students who fail to finish all the steps in the allotted time. Have the class create a graph and to chart the number every day at the end of the routine.
9. Set a goal of 100% success and build in a reward for reaching the goal (this might need to be modified to include interim goals depending on how many students are unable to complete the checklist in the allotted time when the routine is first begun).

Example 3: 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

School-wide example: Teaching Organizational Skills

Salina Kansas Model

Curtis.Stevens@usd305.com

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SALINA SOUTH MIDDLE SCHOOL STUDENT ORGANIZATION SYSTEM



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| Cougar HONOR Code... | Classrooms | Halls/ Outside | Lunchroom | Assemblies Concerts & Special events | Athletic Activities & lockers rooms |
|---|--|---|---|--|--|
| Honesty - adherence to moral and ethical principles; soundness of moral character; integrity | <p>Be trustworthy Engage in honest and ethical behavior</p> <p>Do your own work. Give your personal best. Report honestly.</p> | <p>Be trustworthy Engage in honest and ethical behavior</p> <p>Take no items to the office, report to an adult supervisor when others are engaging in negative or harmful behavior.</p> | <p>Be trustworthy - Report items to your supervisor Take only what you can use Practice good manners for your own benefit Leave others' things alone</p> | <p>Be trustworthy - Report items to your supervisor Practice good manners for your own benefit Leave others' things alone</p> | <p>Be trustworthy - Report items to your supervisor Practice good manners for your own benefit Leave others' things alone</p> |
| Ownership - trait of being answerable to someone for something; able to make rational decisions on one's own | <p>Be on time Be prepared for class. Comply with classroom rules and expectations</p> <p>Listen when others are talking. Assignments are completed and turned in on time. Materials are brought to class.</p> | <p>Be on time Take care of yourself, your belongings, and your school Arrive and leave at appropriate times.</p> <p>Wash up your hand after lunch, before class, and after school.</p> | <p>Be on time Arrive and leave at appropriate times.</p> | <p>Be on time Arrive and leave at appropriate times.</p> | <p>Be on time Arrive and leave at appropriate times.</p> |
| Communication - to express thoughts, feelings, or information easily and effectively | <p>Communicate in a positive manner Report with a positive attitude. Speak respectfully, with a positive attitude. Ask questions. Be honest.</p> <p>Politely ask for help, not answers.</p> | <p>Use appropriate and courteous verbal and non-verbal language Use appropriate language and volume. Say "excuse me" when passing in a crowded hallway.</p> | <p>Use appropriate and courteous verbal and non-verbal language Use appropriate language and volume. Say "excuse me" when passing in a crowded hallway.</p> | <p>Use appropriate and courteous verbal and non-verbal language Use appropriate language and volume. Say "excuse me" when passing in a crowded hallway.</p> | <p>Use appropriate and courteous verbal and non-verbal language Use appropriate language and volume. Say "excuse me" when passing in a crowded hallway.</p> |
| Organization - to put together into an orderly, functional, structured whole; to arrange in a coherent form | <p>Have binder and materials with you Complete planner Keep papers where they can be easily found.</p> | <p>Walk on right side of hallway/hallways Keep hands and feet clean</p> | <p>Keep area free of clutter - pick up spills Go through lines as directed by staff Line up appropriately in designated areas</p> | <p>Get to assigned areas Remain in area without disturbing others</p> | <p>Have appropriate equipment for PE/track Keep items locked in lockers Take home and launder clothes Wear activity clothes or undergarments.</p> |

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

2 BASIC GOALS

- COMPLETE THE WORK
- TURN THE WORK IN




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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

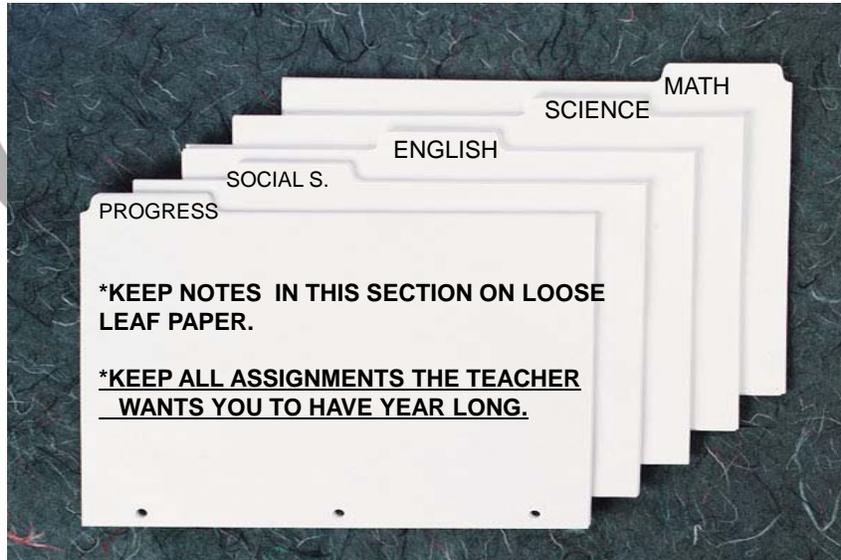


97

PROVIDE A VISUAL OF THE WORKLOAD



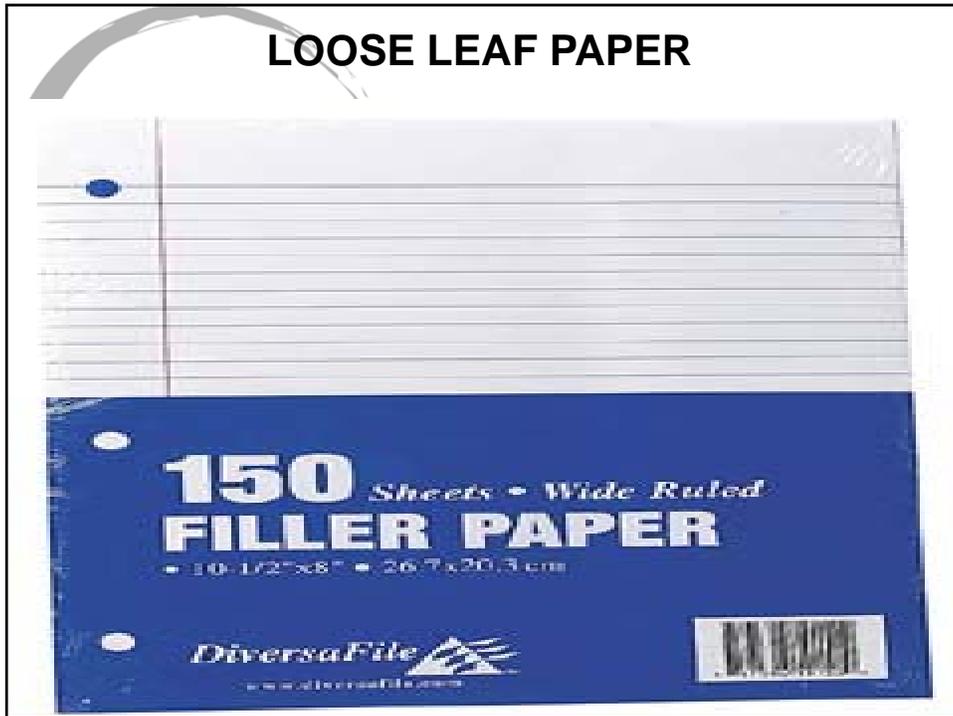
IMPORTANT COURSE DOCUMENTS



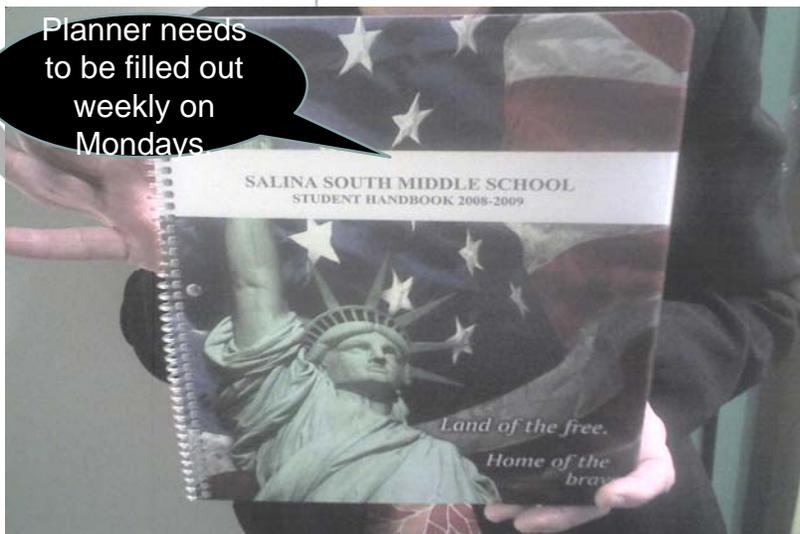
PENCIL BAG: PENCILS, ERASERS, PAPER CLIPS, PENS, AND CALCULATOR

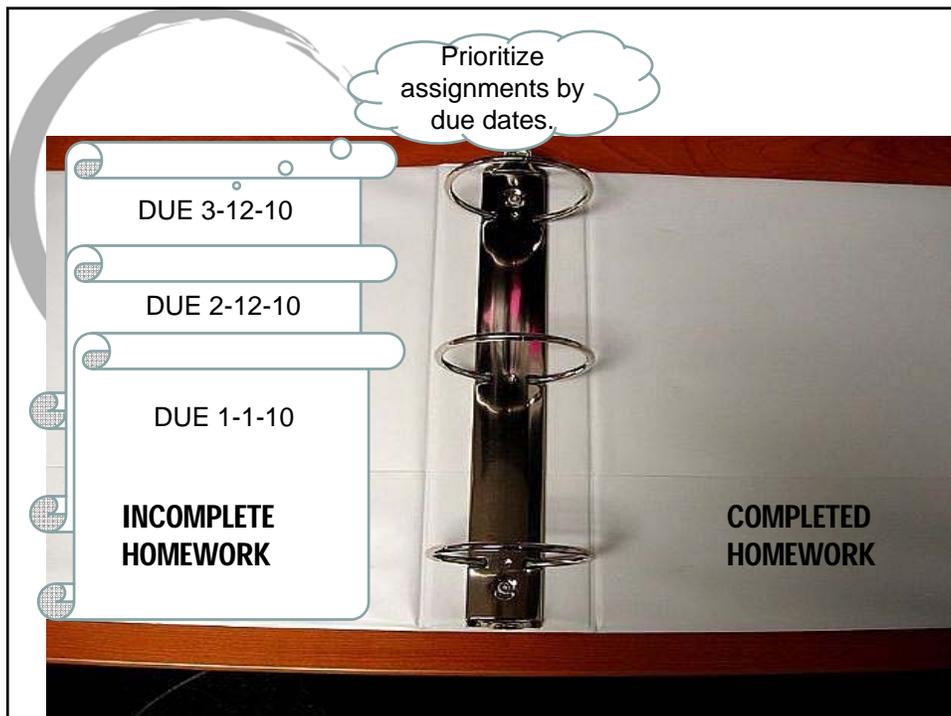
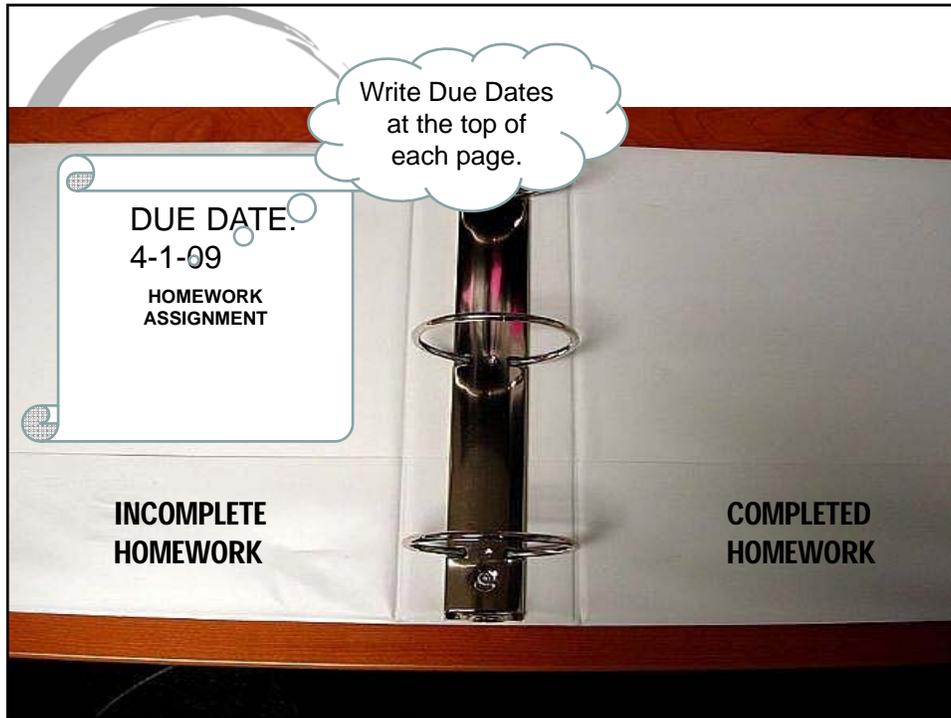


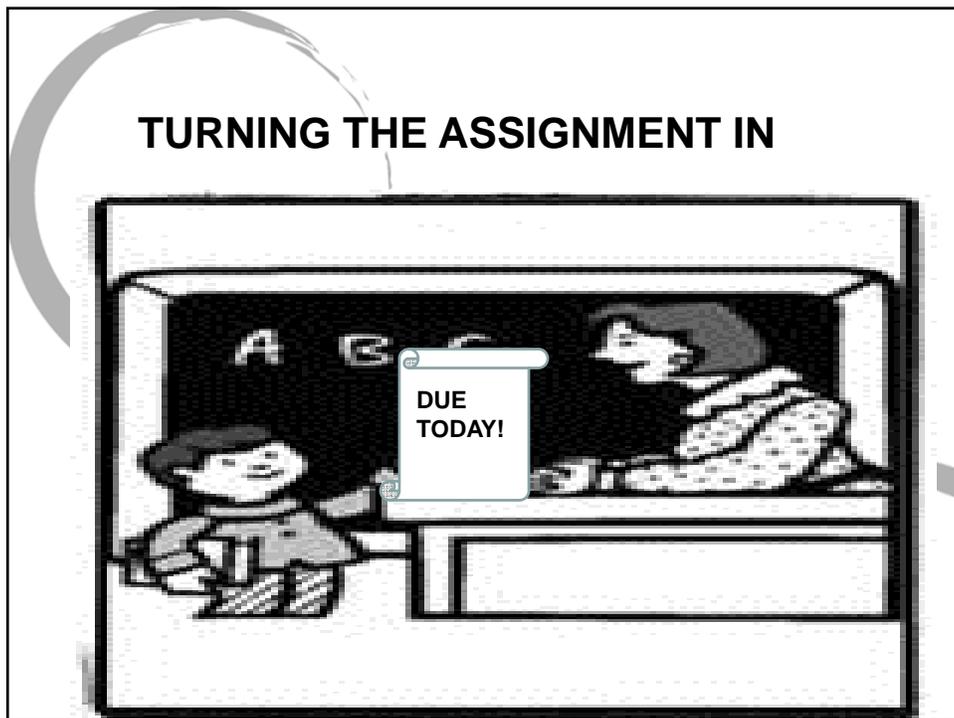
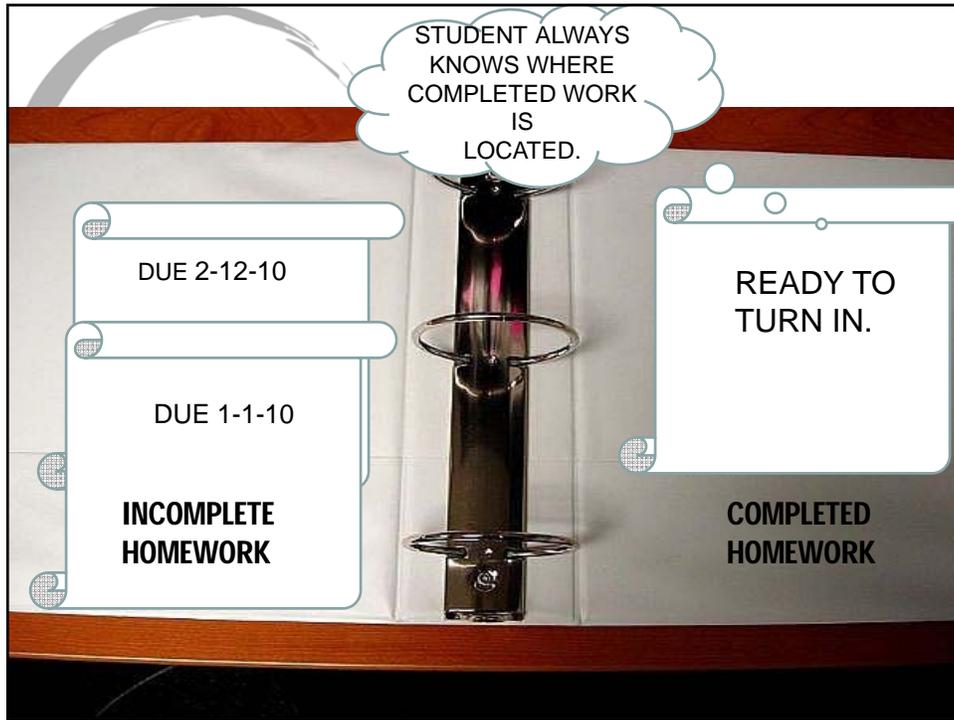
LOOSE LEAF PAPER

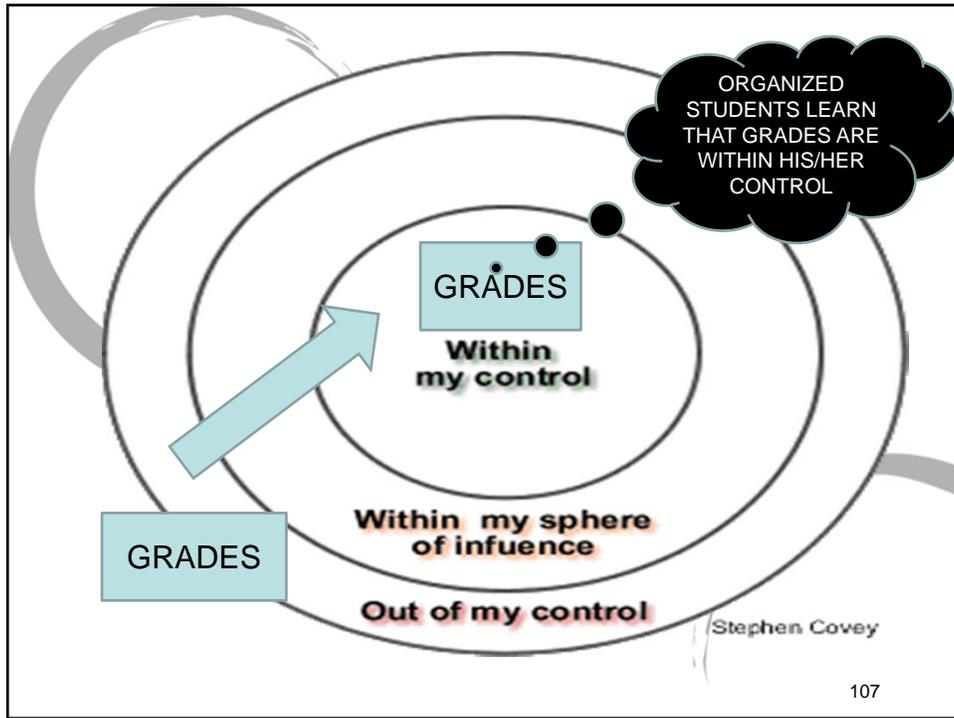


STUDENT PLANNER/HANDBOOK









7TH AND 8TH GRADE MONITORING SYSTEM

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | WEEKEND |
|--------|---|---|----------|--------|---------|
| | 1 ST HOUR ALL 7 TH AND 8 TH GRADE TEACHERS | ALL 7 TH AND 8 TH GRADE TEACHERS DURING COUGAR TIME | | | FAMILY |
| | | | | | STUDENT |

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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 |

109

- ### 7 steps to teaching executive skills
1. Identify specific problem behaviors (messy room, not paying attention).
 2. Set a goal (child cleans room independently, children pay attention during instruction).
 3. Outline the steps that need to be followed in order for the child to achieve the goal.
 4. Whenever possible, turn the steps into a list, checklist, or short list of rules to be followed.
- 110

BEDROOM CLEANING CHECKLIST

| Task | Number of Reminders Tally marks (///) | Done (v) |
|--------------------------------------|---|-------------|
| Put dirty clothes in laundry | | |
| Put clean clothes in dresser/closet | | |
| Put toys away (toy shelves, toy box) | | |
| Put books on bookshelves | | |
| Tidy desk | | |

7 steps to teaching executive skills

5. Supervise the child following the steps.
 - Prompt the child to perform each step in the procedure (e.g., *Put dirty clothes in laundry, Put books on bookshelf; Look at teacher while he/she is talking*).
 - Observe the child while s/he performs each step, providing feedback to help improve performance (*You missed 2 toys under the bed*).
 - Praise the child when s/he successfully completes each step and when the procedure is completed as a whole (*Great job tidying your desk! I like the way you kept your eyes on me while I was explaining how to do the math homework*).

7 steps to teaching executive skills

6. Evaluate the program's success and revise if necessary (e.g., change checklist to drop things that aren't needed or to add new items)
7. Fade the supervision. (e.g., cue child to start task, look at their checklist, check in periodically rather than being with the child the entire time)

113

Case example: Managing Behavioral Excesses

Max is a 3rd grade student who, when given an assignment requiring some kind of production (math, writing) does one or more of the following more than 50% of the time:

- Complains loudly or refuses to do the task (*I don't know how to do this!* Or *I'm not doing this stupid paper!*)
- Pushes paper off desk or crumples it
- Roams around room and doesn't respond to teacher directions

114

Case example: Managing Behavioral Excesses

Behavior happens whether or not the task is within his independent ability. The more difficult the task, the more disruptive the behavior.

Interventions were designed after obtaining input from the student.

115

Managing Behavioral Excesses— Interventions

- A social story describing how he feels and what his options are for helping himself.

In my classroom, our teacher, Mrs. Smith gives us math and writing papers to do. Sometimes when I get one of these papers I get upset. It is important for me to do my schoolwork so I can learn. When Mrs. Smith gives me a paper to do, if I start to get upset I can look at my hard times board. Picking one of the choices will help me to feel better and help me get my work done. If I forget to look at the board, Mrs. Smith will help me remember.

- A “hard times” visual board with his options listed.

116

HARD TIMES BOARD

Triggers: What Makes Me Mad--

1. When I get a math or writing paper to do

“Can’t Do’s”

1. Complain in a loud voice.
2. Crumple or tear up my paper.
3. Not listen to my teacher.

When I’m Having a Hard Time, I Can:

1. Ask for help.
2. Take a break for 2 minutes and look at a book or draw.

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Managing Behavioral Excesses— Interventions

- Shorter tasks with check-in breaks at end of each section with teacher or paraprofessional.
- After work or directions are given, an adult checks with him immediately to ask if he understands or needs help.
- His agreement that if he begins to get upset and does not remember to use his hard-times board, he will accept a cue from an adult to make a choice from it.

118

Managing Behavioral Excesses— Interventions

- A rule that if his behavior disrupts class, he will take an out-of-class break for at least two minutes and whatever time after that until he is able to resume his in-class plan.
- His agreement that uncompleted work will be finished during free time or, if needed, at the end of school.

119

Managing Behavioral Excesses— Interventions

- An incentive system allowing him to earn points which he can use to buy computer time, a highly preferred activity, at the end of the morning and at the end of school. Points are awarded in descending value with 3 points awarded for independent work completion, 2 points given for some initial complaining but his initiation of using the hard-times board, 1 point for his needing an adult to initiate use of the board and 0 points for leaving class.

120

Managing Behavioral Excesses— Intervention Training

The components of this plan were rehearsed with him in the classroom with the paraprofessional and teacher role-playing 1st and then walking him through the procedure with cues until he could independently demonstrate how it would work. He and staff agreed on a starting time for the plan and at the beginning of the day and on returning from lunch, the plan was reviewed by his reading the social story.

121

HARD TIMES BOARD



Triggers: What Makes Me Mad--

1. When I get a math or writing paper to do



“Can’t Do’s”

1. Complain in a loud voice.
2. Crumple or tear up my paper.
3. Not listen to my teacher.



When I’m Having a Hard Time, I Can:

1. Ask for help.
2. Take a break for 2 minutes and look at a book or draw.

122

Helping Children Learn to Manage Behavioral Excesses

1. Help the child identify the “triggers” for the problem behavior. It may be that the behavior of concern happens in a single situation or it may pop up in several different situations.
2. Determine if any of the triggers can be eliminated. Technically, this is an environmental modification, but it’s a good place to start in understanding the problem behavior and working to reduce it.
3. Make a list of possible things the child can do instead of the problem behavior (i.e., replacement behaviors). This will vary depending on the nature of the trigger and the problem behavior.

123

Helping Children Learn to Manage Behavioral Excesses

4. Practice the replacement behaviors, using role-playing or simulations. “Let’s pretend you...Which strategy do you want to use?”
5. Begin using the procedure in minor situations (i.e., not ones involving big upsets or major rule infractions).
6. Move on to situations where more intense behaviors occur.
7. Connect the use of the procedure to a reward. For best results, use two levels of reward: a “big reward” for never getting to the point where replacement behaviors need to be used and a “small reward” for successfully using one of the agreed-upon replacement behaviors.

124

Use incentives to augment instruction.

Incentives make both the effort of learning a skill and the effort of performing a task less aversive.

Furthermore, putting an incentive after a task teaches delayed gratification.

125

Two Kinds of Incentive Plans: Simple and Elaborate

126

Simple Incentives

- Give the child something to look forward to doing when the effortful task is done (we call that *Grandma's Law*).
- Alternate between preferred and non-preferred activities (use simple language: First...then, e.g., *First work, then play*).
- Build in frequent, short breaks (depending on the child's attention span, breaks could come every 10 minutes and last 5 minutes).
- Use specific praise to reinforce the use of executive skills.

127

Thinking About Executive Skills on a Deeper Level

We can impose executive
skill instruction and
strategies *on* kids

OR

we can help students figure
out how to *grow their own*
executive skills

What would this look like?

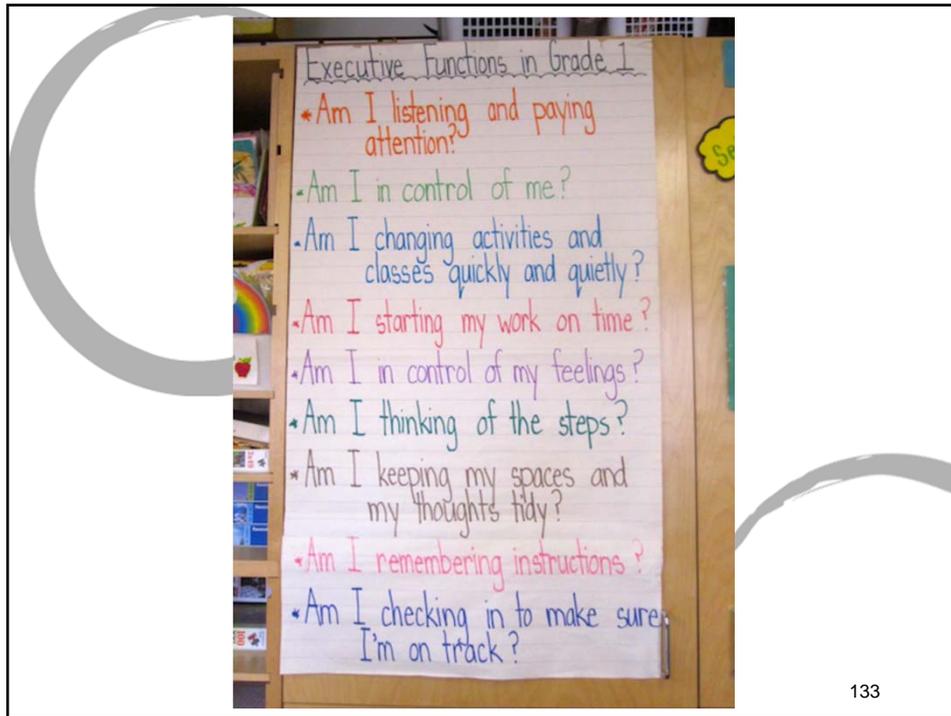
1. Create a common vocabulary and a set of clear definitions.
2. Help kids see how people (both kids and adults) rely on these skills in everyday life.
3. Teach kids to assess their own executive skill strengths and weaknesses.
4. Help kids generate strategies they can use to raise the efficacy of their executive skills in situations that are important to them.

Two Examples:

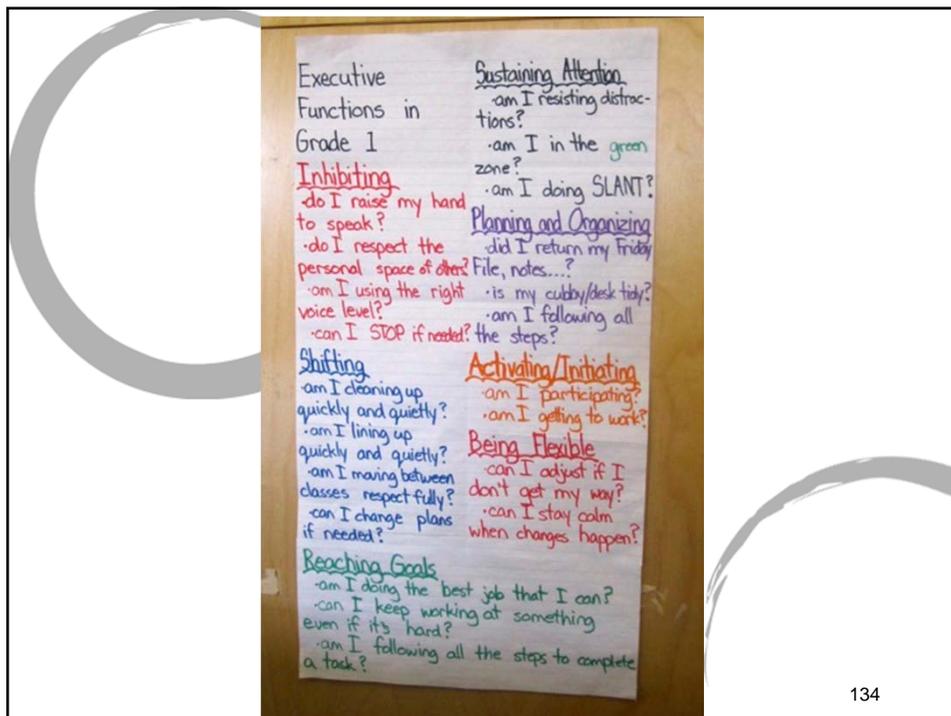
- The Montcrest School, Toronto Canada
- Mountain View High School, Fairfax County, Virginia

Montcrest School, Toronto Canada





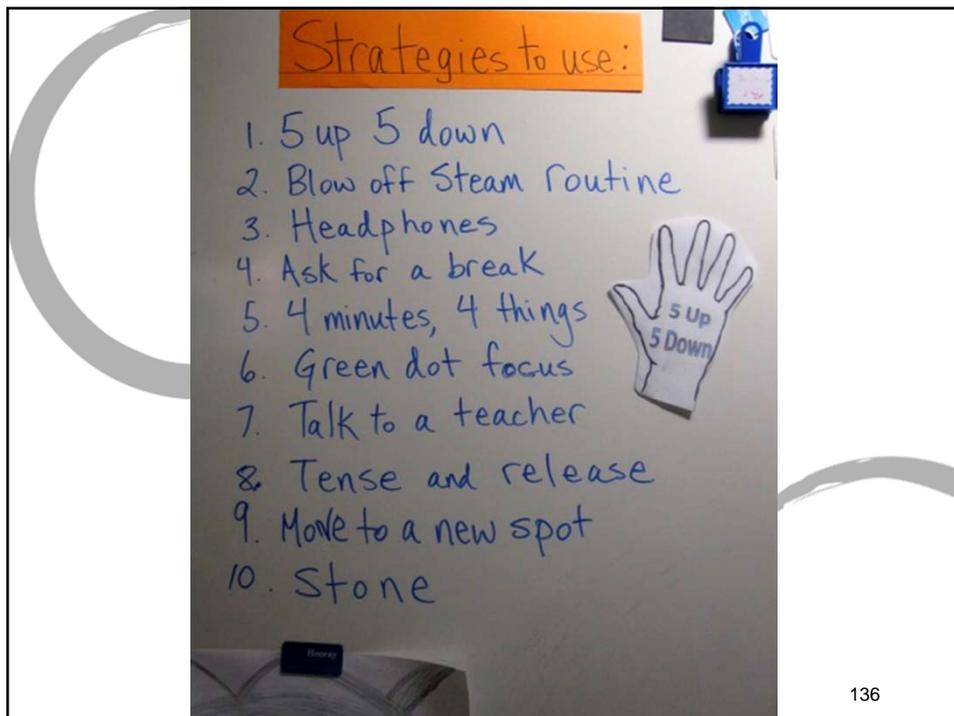
133



134



135



136

Goal-Directed Persistence

GRACIE

THE GOAL-GETTER!

What does she do?

- Stays activated
- Sets goals & works toward them
- Asks questions when she does not understand
- Practises and tries until she gets it



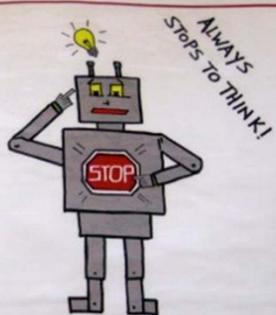
137

Inhibition

STOP-A-TRON

What does it do?

- Thinks before speaking
- Raises hand to speak
- Reads & knows all instructions before starting
- Double-checks work
- Uses appropriate tone/level of voice
- Listens to others who are speaking



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Executive Function checklist

Where is yer brain at?



| | | |
|---|---|---------------------------------------|
| you receive ongoing coaching and assistance to learn and use strategies to manage this function | you need reminders or teacher "check-ins" to refine and practice strategies to manage this function | you independently manage the function |
|---|---|---------------------------------------|

Remember... everyone learned to walk and talk at different times, so it is normal for our brains to learn to organize, shift, inhibit, persevere, and pay attention at different times.

| SUSTAINED ATTENTION | Coaching | Reminders | Independent |
|---|----------|-----------|-------------|
| Stays on task | | | |
| Resists distractions | | | |
| Uses work time effectively | | | |
| Turns body and eyes towards the speaker | | | |
| Listens quietly | | | |
| Asks relevant questions | | | |

| FLEXIBLE THINKING | Coaching | Reminders | Independent |
|--|----------|-----------|-------------|
| Listens to other points-of-view or opinions | | | |
| Is open to new approaches to solve problems | | | |
| Is willing to accept and act on suggestions to improve writing | | | |
| Doesn't let emotions get in the way of decisions | | | |
| Effectively adapts to unexpected changes | | | |

Executive Function Strategies

Where is yer brain at?



| | | |
|---|---|---------------------------------------|
| you receive ongoing coaching and assistance to learn and use strategies to manage this function | you need reminders or teacher "check-ins" to refine and practice strategies to manage this function | you independently manage the function |
|---|---|---------------------------------------|

Remember... everyone learned to walk and talk at different times, so it is normal for our brains to learn to organize, shift, inhibit, persevere, and pay attention at different times.

| SUSTAINED ATTENTION | Strategies |
|---|--|
| Stays on task | Partnering Check-list Track the talker Hand on shoulder |
| Resists distractions | Eye contact Frequent check-ins Look at paper Tap on desk |
| Uses work time effectively | Use a timer Listen for verbal cues: look here, focus on me, ... Use a timer / "beat the clock" challenges |
| Turns body and eyes towards the speaker | Whole body listening, quiet body SLANT (sit up straight, lean in towards the speaker, activate your interest) ask questions act interested, nod yes or no/note important points, track the speaker with your eyes |
| Listens quietly | |
| Asks relevant questions | |

Adding with partner, keeping my hands

| FLEXIBLE THINKING | Strategies |
|--|---|
| Listens to other points-of-view or opinions | Practise conflict resolutions Be aware of what is coming up |
| Is open to new approaches to solve problems | <u>Be self-aware: I am calm & in control, this is not a big deal.</u> Have a plan to walk away from a tricky situation |
| Is willing to accept and act on suggestions to improve writing | |
| Doesn't let emotions get in the way of decisions | |
| Effectively adapts to unexpected changes | |

| SHIFTS | Strategies |
|---------------------------------------|--|
| Follows teacher's cue right away | Give yourself enough transition time Listen for change-of-activity warning Know expectations |
| Lines up quietly | Follow / create routines Digital clock |
| Is ready quickly after transitions | Repeat instructions back Be aware of what classmates are doing |
| Moves easily from one task to another | Move around in between two activities Listen and react to countdown cue to |

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Mountain View School

Fairfax County, VA
efintheclassroom.net

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Format of Lessons

- Thirty minute mini-lesson on Monday
- Focus for the week*
- Friday re-visit
- 12/13 weeks for all lessons

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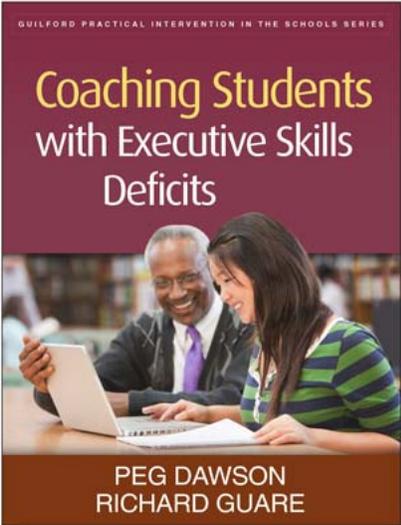
Flexibility

“Are you stuck on the escalator?”

Discussion Questions:

- What is the message of this video?
- Why do you think people get stuck like the man and woman in the video?
- Do you have a situation in which you typically ‘get stuck’ ?
- What do you do to get ‘unstuck’ ?

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GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Coaching Students with Executive Skills Deficits

PEG DAWSON
RICHARD GUARE

144

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.

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Key components of coaching

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

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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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Goals serve 4 primary purposes

- They *direct behavior* (toward task-relevant and away from task-irrelevant behavior)
- They *energize*
- They encourage *persistence*
- They *motivate* people to discover and use task-relevant knowledge and skills

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In the first stage of coaching, we ask students to set goals

- Goals may be academic, social, or behavioral depending on individual students' needs.
- We may ask students to set long-term goals, or we may focus on more short-term goals (marking period goals, weekly goals, daily goals).
- Throughout the coaching process, we remind students of the goals they have set—and we help them track their progress toward achieving their goals.

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In the second stage, coaches meet with students to make daily plans linked to their goals.

Basic Format: R.E.A.P.

- **Review:** go over the plans made at the previous coaching session to determine if the plans were carried out as intended.
- **Evaluate:** how well did it go? Did the student do what he said he would do? If not, why not?
- **Anticipate:** Talk about what tasks the student plans to accomplish today--be sure to review upcoming tests, long-term assignments.
- **Plan:** Have the student identify when he plans to do each task, and, when appropriate, *how* he plans to do each task.

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DAILY COACHING FORM

Name: _____ Date: _____

LONG TERM GOAL(S):

THE BIG PICTURE:

| Upcoming tests/quizzes: | | Long-term assignments: | | Other Responsibilities: | |
|-------------------------|-------------|------------------------|-----------------|-------------------------|-------------|
| Subject: _____ | Date: _____ | Assignment: _____ | Date Due: _____ | Task: _____ | Date: _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

TODAY'S PLANS: (include homework assignments as well as any work to be done on long-term projects or studying for tests)

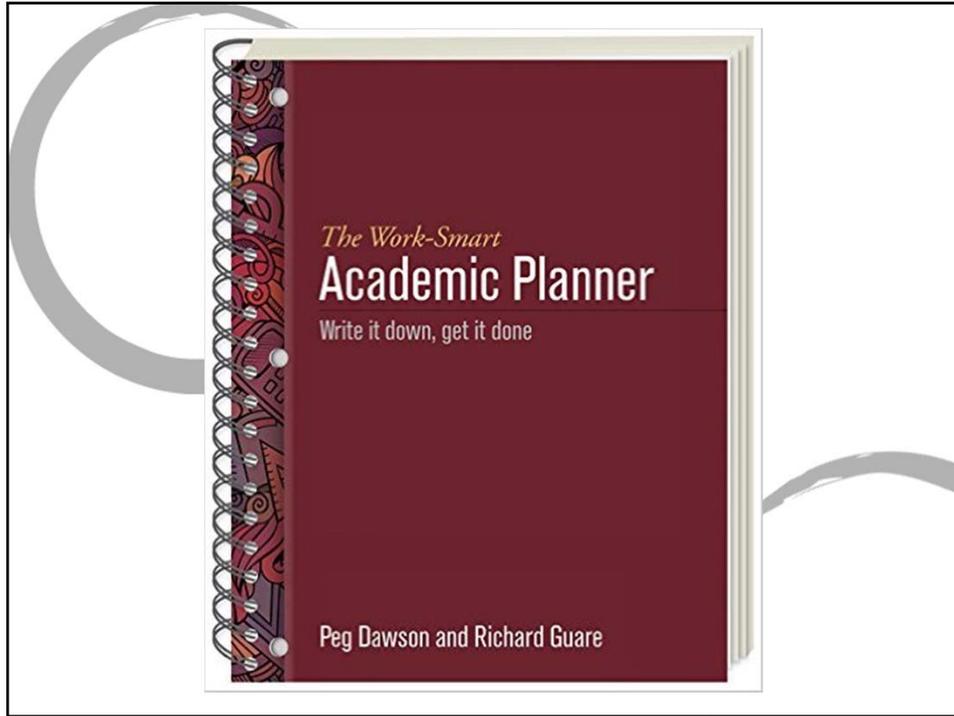
LOOKING BACK:

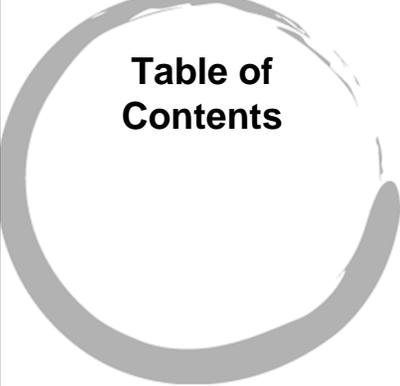
| What are you going to do? | When will you do it? | Did you do it? | How did you do?* |
|---------------------------|----------------------|----------------|------------------|
| 1. _____ | 1. _____ | Yes No | 1 2 3 4 5 |
| 2. _____ | 2. _____ | Yes No | 1 2 3 4 5 |
| 3. _____ | 3. _____ | Yes No | 1 2 3 4 5 |
| 4. _____ | 4. _____ | Yes No | 1 2 3 4 5 |
| 5. _____ | 5. _____ | Yes No | 1 2 3 4 5 |
| 6. _____ | 6. _____ | Yes No | 1 2 3 4 5 |

*Use this scale to evaluate: 1 - Not well at all; 2 - So-so; 3 - Average; 4 - Very well; 5 - Excellent

| | |
|---|---------------------|
| THINGS I NEED TO REMEMBER (check off when taken care of) | OTHER NOTES: |
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

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| | | | |
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Who Can Be a Coach?

- A school psychologist
- A special education teacher
- A favorite teacher
- A guidance counselor
- An intern
- A paraprofessional (classroom or personal aide)
- A volunteer who's been trained
- A peer

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Characteristics of Good Coaches

- They like kids and relate to them in a natural way
- They are empathic and good listeners
- They're reliable, organized, and have good planning skills
- They teach more through questions than lectures
- They have training in coaching

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Coaching Ground Rules

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

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Coaching Alternatives

- Group coaching—use during homeroom period or in advisor groups
- Peer coaching—train honor students to coach at-risk students
- Reciprocal coaching—have students work in pairs to coach each other
- Train older students to coach younger students

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Daily Coaching Sessions

Build in mini-lessons where appropriate:

- How to study for tests
- How to organize a writing assignment
- How to break down a long-term assignments
- How to organize notebooks
- How to manage time (resist temptations)

159

Long-Term Goals Planning Sheet

Student's Name: #3 Date: 11/3/95

What are your long term goals? (e.g. High school graduation, college degree, a job in a particular field, or the capacity to earn a specified amount of money)

1. graduating high school
2. go to college
3. become a Marine Biologist

What do you need to do in order to meet your goals?

| | |
|---|--|
| <ol style="list-style-type: none"> 1. Good grades B, C, possibly A. 2. work hard 3. make honor roll. 4. Extracurricular activities C More Paps? | <p>Activities outside</p> <p>Tennis Karate/Art</p> <p>Drum babyset.</p> <p>base guitar, draw</p> |
|---|--|

Are there barriers you need to overcome in order to meet your goals? (e.g., skipping classes, failing to complete homework, failing tests, frequent school absences, frequent suspensions)

1. nothing he knows to stop him obtain goals.
- 2.
- 3.
- 4.
- 5.

Specific Long-Range Academic Goals

| | | |
|---|---|----------------|
| <ol style="list-style-type: none"> 1. study every night. 2. have good notes. 3. Ask more questions. 4. review notes. 5. do your best effort. | <p>wanted grades</p> <p>Am Studies → B .. B</p> <p>Biology → B+ or A .. B</p> <p>Earth Science → A .. B</p> <p>Eng. Drafting → A .. B</p> | <p>passion</p> |
|---|---|----------------|

Specific Long-Range Behavioral Goals

1. Stop talking to Jack in class (B+)
2. after dinner study
3. follow daily planners schedule.
- 4.
- 5.

What environmental supports or modifications are necessary in order to help you meet these goals? (e.g., test modifications, weekly homework checks, assistance with time- or task-management, a homework incentive system, etc.)

1. Mom checks assignment book daily
2. He asks parents in his assignment book.
3. He checks assignment book.
4. Check daily schedule.

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DATE: 11/7 #2

LONG TERM GOAL: Honors

SHORT TERM GOAL TO REACH LONG TERM:
do hw/ go to as

KEVIN'S GLOBAL PERFORMANCE RATING:

5 EXCELLENT
 4 GOOD
 3 FAIR
 2 NEEDS SOME IMPROVEMENT
 1 NEEDS A LOT OF IMPROVEMENT

GENERAL COMMENTS:
Things are great

SPECIFIC COMMENTS:
Need to get a job

161

DATE: 11/8 #2

LONG TERM GOAL: Honors at end of quarter

SHORT TERM GOAL TO REACH LONG TERM:
get hw done

KEVIN'S GLOBAL PERFORMANCE RATING:

5 EXCELLENT
 4 GOOD
 3 FAIR
 2 NEEDS SOME IMPROVEMENT
 1 NEEDS A LOT OF IMPROVEMENT

GENERAL COMMENTS:
Ok

SPECIFIC COMMENTS:
Mr B is on his nerves.

162

DATE: 12/5/95 #2

LONG TERM GOAL: HONORS

SHORT TERM GOAL TO REACH LONG TERM:
MAKE SURE ALL HOMEWORK IS IN

KEVIN'S GLOBAL PERFORMANCE RATING:

5 EXCELLENT
 4 GOOD
 3 FAIR
 2 NEEDS SOME IMPROVEMENT
 1 NEEDS A LOT OF IMPROVEMENT

GENERAL COMMENTS:
All is ok.

SPECIFIC COMMENTS:
MB is a _____

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Effects of Coaching on Report Card Grades

| % Grades Earned | B or better | C | D |
|-----------------|-------------|----|----|
| Before coaching | 19 | 61 | 19 |
| During coaching | 63 | 32 | 5 |

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March 8, 2001

To whom it may concern:

I am a 15 year old used-to-be slacker!!

In my first run around with ninth grade I had no desire to pass because since the beginning of 7th grade I had been working my butt off to keep the grades up and the teachers didn't realize that I had a problem understanding. The teachers would constantly ridicule me about my handwriting, which hurt my desire to work hard, so I began to not even care about my work.

In September of 2000 I decided that I did not want to take so many regular classes and that I did not want to be at school all day, so I decided that it would be best for me to go to a vocational school for half of a school day. It did not help. Then in November I met Mrs. Hutchins (big help!) In the beginning I set very small goals because I knew that I could reach them easily! As time progressed I began setting higher goals, and even reaching them. I even began paying attention to my teachers, passing my classes, and enjoying it. It felt great to finally be succeeding. I also enjoy not being ridiculed about my writing (It's really improved.). One of my long term goals is to pass ninth grade (finally).

I really appreciate having Mrs. Hutchins to help me out.

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