THINKING ABOUT THINKING: EXECUTIVE FUNCTIONING

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Resources

- Sara Ward- *Cognitive Connections, 360 Thinking*
  - www.efpractice.com
- Dr. Russell Barkley
  - https://www.additudemag.com/7-executive-function-deficits-linked-to-adhd/
- Ross Greene, *Explosive Child*

What is Executive Functioning (EF)?

- The term "**executive functions**" describes a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal.
  - Attention
  - Flexibility
  - Working Memory
  - -Organization
  - -Planning
  - -Inhibitory Control

EF can be impacted by an underlying learning disability, attention deficit hyperactivity disorder, or other neurological/mental health diagnoses.

DEVELOPMENTALLY PREDICTABLE

Handouts

Attention Span

- A neuro-typical child can concentrate for 2-5 minutes per year old they are…

So…

2 years: 4-10 minutes
4 years: 8-20 minutes
6 years: 12-30 minutes
8 years: 16-40 minutes
10 years: 20-50 minutes

Impulse Control

- Executive functioning skills begin with impulse control
- This is the ability to delay gratification, to see into the future
- This is a learned skill
- It plays out in at school in the ability to plan.
  - *You can't plan- homework, assignments, any tasks actually- without stopping, thinking, and seeing into what the future of what the goal looks like*

Situational Intelligence

- An early aspect of EF is situational intelligence ("reading the room")
  - This is recognizing zones in the room- space, time, objects, people- in a self-directed way
- It is self-directed because the student is answering:
  - What do I need to do?
  - What is expected of me in this setting?
- It is "If… then" thinking
  - If it looks like this, then what do I need to do?

STOP and "Read the Room"

Space	Time	Objects	People
Navigate the Room	Get on the Timeline	Organization/Objects	Read the person; ROLE
Kind of space?	Time of day?	Organization of the space? Parts/whole?	Face
What's going on?	Sequence of actions	Location of objects? In sight/out of sight?	Body
Pathways used to navigate space	What is coming up?	Purpose/priority of objects?	Mood
Expected/Unexpected			Staying on-task

Mimetic Ideational Information Processing (aka….planning ahead)

- A type of nonverbal working memory which allows you to mentally pre-simulate how the future will play out in our head
  - You can try out and pre-experience and emotion of a situation without risk
  - You can run a "Plan A" and a "Plan B" in your head
  - 90% of planning occurs before you enter a space!!
- Similar to episodic/autobiographical memory- but for the future (self-project)

Be a Future Thinker: Mind MIME iT

- M- Future Scene Thinking: Make an Image. STOP what will it look like?
- I- Episodic Future Thinking: What do I look like?
  - Self-projection
- M- Mental Time Travel: How am I Moving into the future?
  - Time management
- E- The Future Emotion: How will I feel?
- i- if… then
- T- Self-Talk

Development of the Time Horizon

- 2 years- Now
- 3-5 years- 5-20 minutes
- K-2nd grade- several hours
- 3rd-6th grade- 8-12 hours
- 6-12th grade- 2-3 days
- 12-23 years- 2-3 weeks
- 23-35 years- 3-5 weeks

TASK COMPLETION

Get Ready, Do, Done Model

www.efpractice.com (Jacobson and Ward)

Materials
Recipe
Kitchen tools- measuring cups, spatula, timer, pan
Crust Mix
Sauce
Cheese
Pepperoni

First, I need to make the crust, using mix and water.

Next, I need to bake the crust.

Then, I need to add toppings- pizza sauce, then pepperoni and cheese

Finally, I need to finish baking it

I. Done

Plan Backwards (plan my work)

Stage 1 : Task Planning

3) Get ready, What do I need?

Get Ready

2) What steps do I need to take to be done? How long will each step take?

Do

1)What will it look like when I am **DONE**? Sketch the future product or show a picture.

Done

Stage 2 : Task Execution

4) Start: What materials do I need to do this step. Prepare my space.

Get Ready

5) Do the work and check in. May use a clock to monitor time!

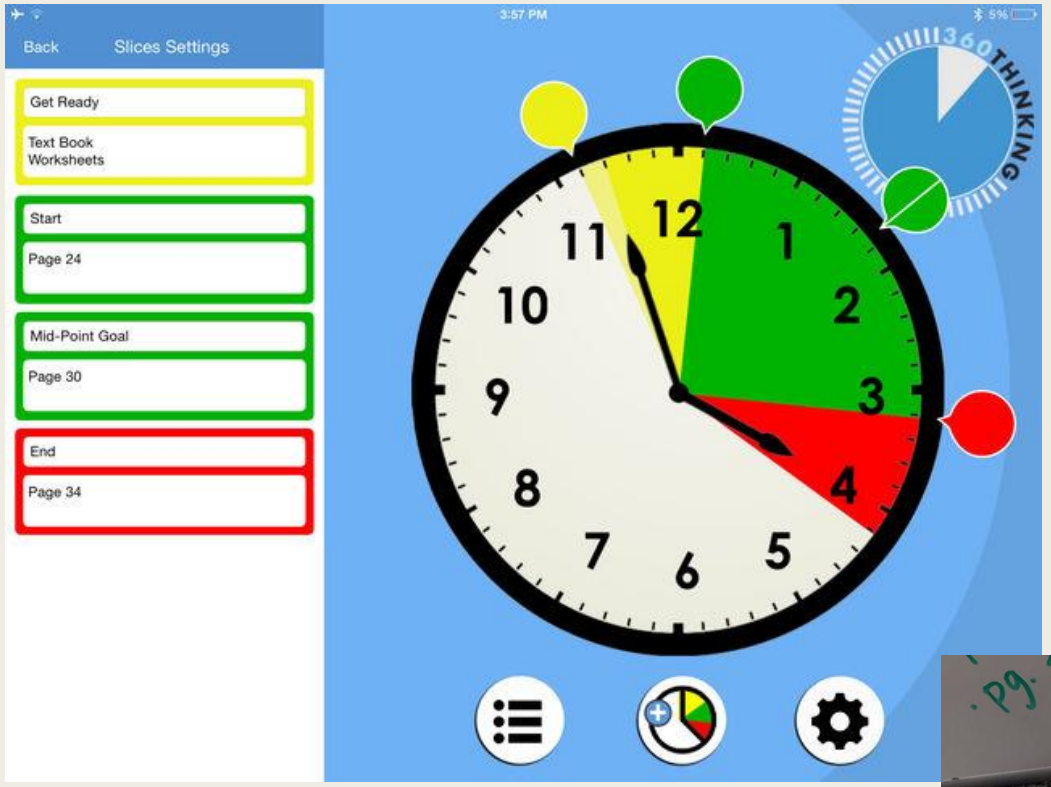
Do

6)Stop-know when to stop. Close out the task. Review: What worked, what did not work?

Done

Get Done! How do you turn the work in?

Get Done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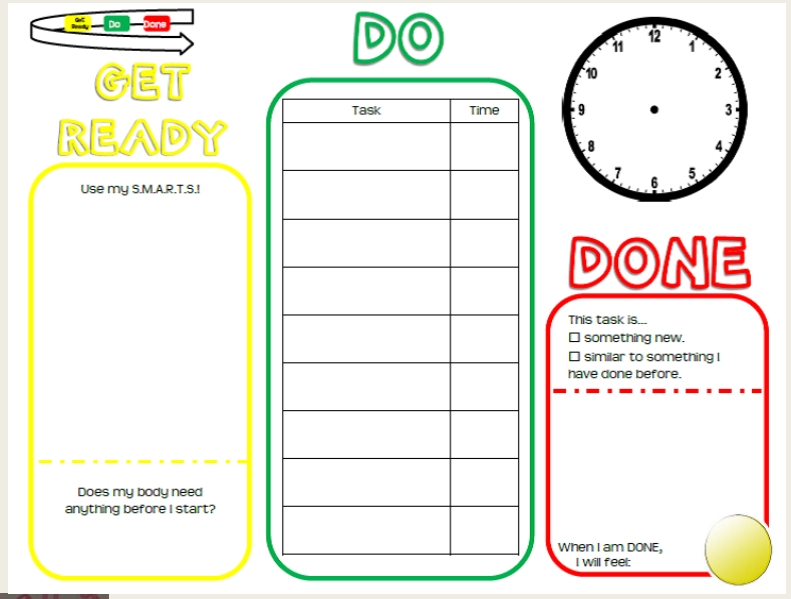
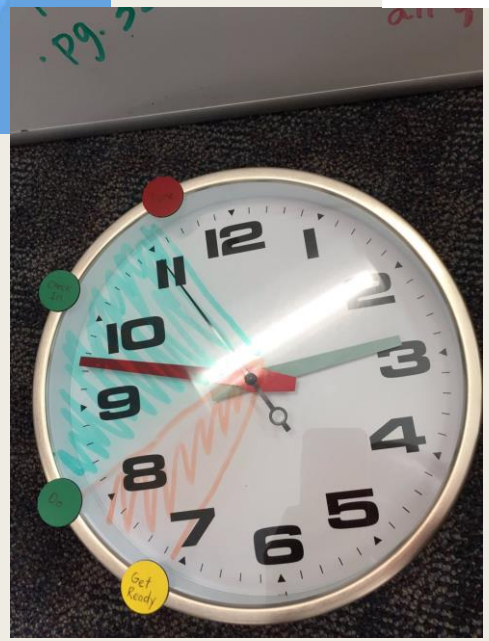
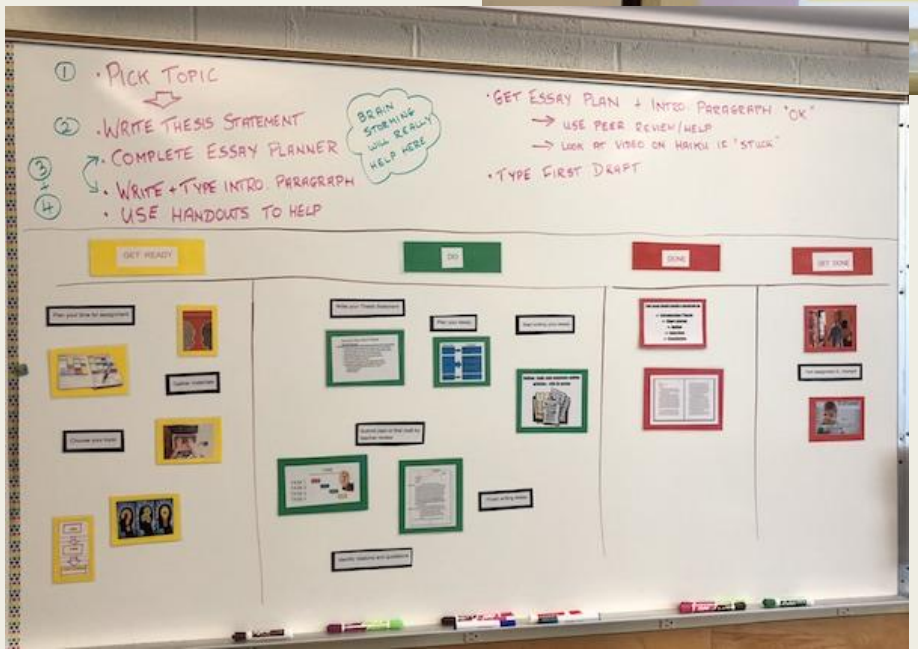
360 THINKING

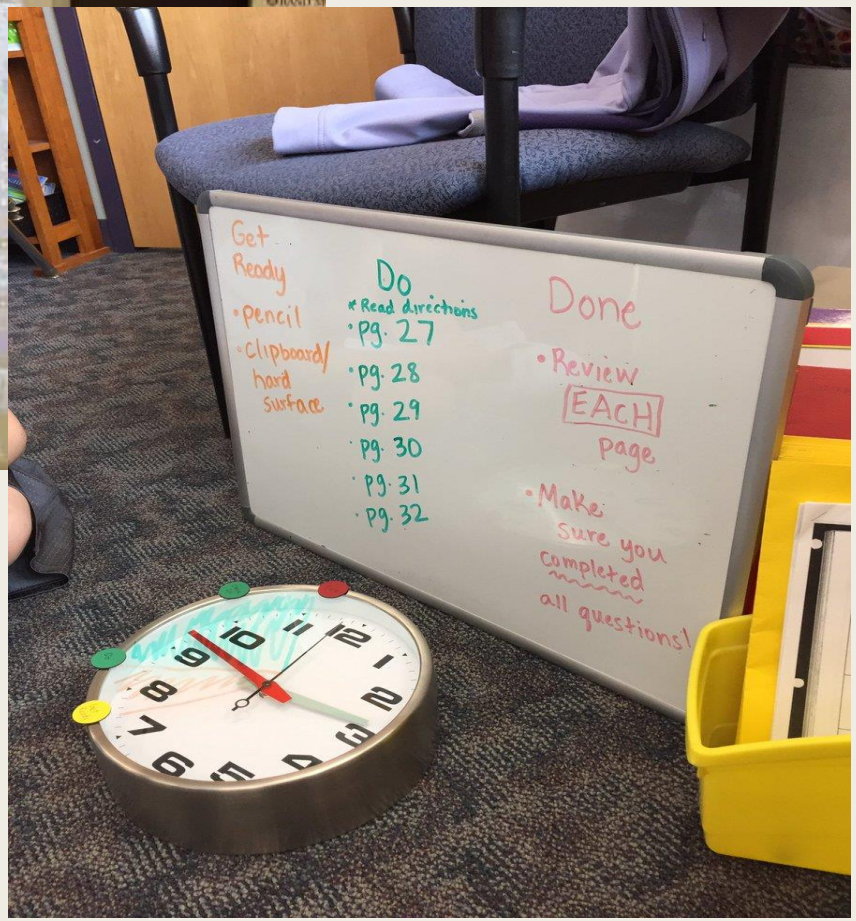

GET READY
Use my S.M.A.R.T.S.!
Does my body need anything before I start?
DO
Task
Time
DONE
This task is...
☐ something new.
☐ similar to something I have done before.
When I am DONE, I will feel:



yoobi
one for you, one for me.
Liquid Chalk Markers
8 pack
make your mark

What could this look like in a classroom?





How it changes the classroom…

Task introduction, Teacher A….

- You are going to create a poster
- Here's what I need you to do:
  - Gather your materials at the back for the room
  - In your group decide who is going to do what
  - Your poster needs three ideas and three pictures

Task Introduction, Teacher B…

- Put on a pair of future glasses
- You are going to build a poster
- Here is an example of what it might look like **(Done).** What parts/features do you notice in this poster?
- How do you imagine your poster will look the same but different?
- What steps will you need to **DO** to complete the task?
- What will you need to **Get Ready** to complete the task?

Should I use GDD?

- Review last night's homework-no
- Teach what a chemical reaction is- no
- Teach student how to fill out cards for a research assignment- yes
- Have students do research and make six notecards-yes
- Write an introductory paragraph –yes
- Practice reading and highlighting topic sentences- yes

Does the student need to envision their action and outcome?

Yes- Use the GDD Model

MATERIAL MANAGEMENT

Using Visual Aids to Manage Materials

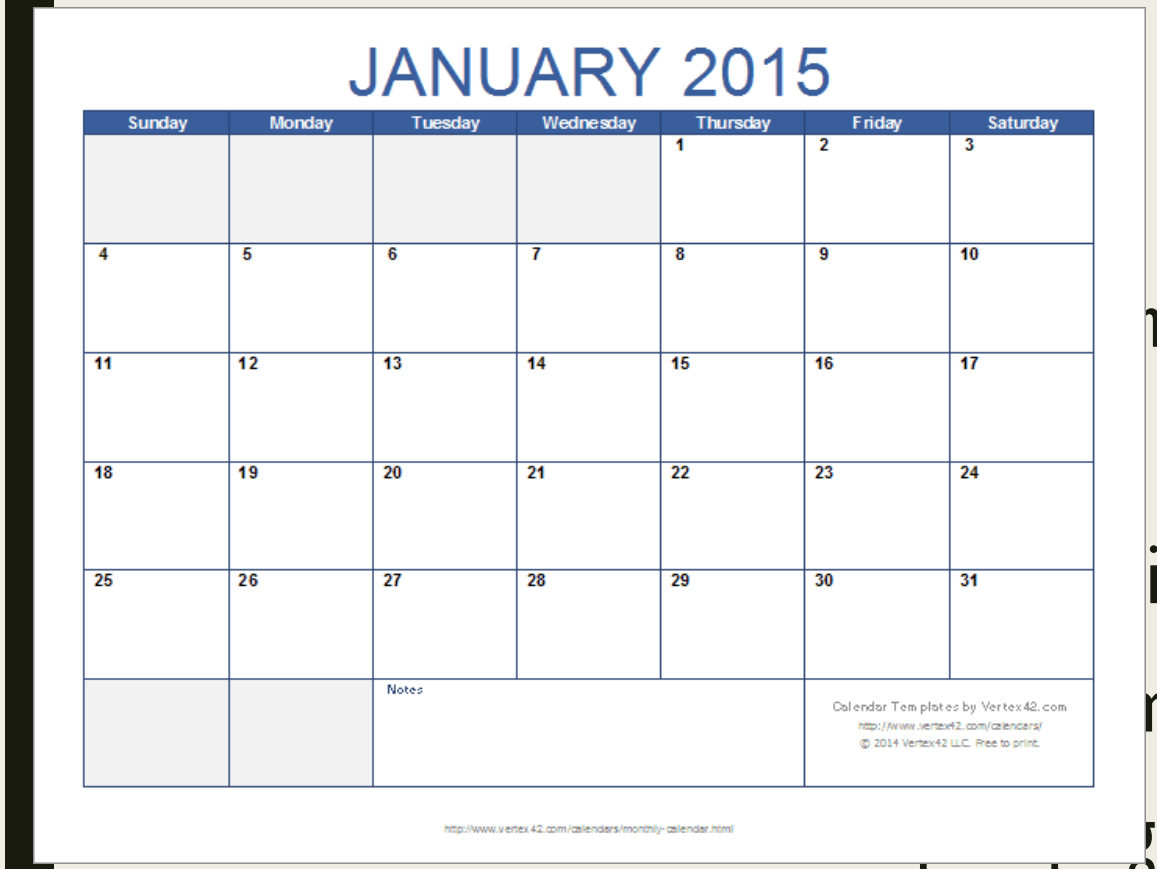
Start with the end in mind- what does it look like?

Book Bag Tag

- Ask the student to take out essential items from their backpack and lay them on the floor
- Have the student group like items together
- Take a picture
- Laminate the picture to create a back-pack tag so they can "match the picture" when it is time to go home.

TIME MANAGEMENT

Time Management



THANK YOU!

Questions