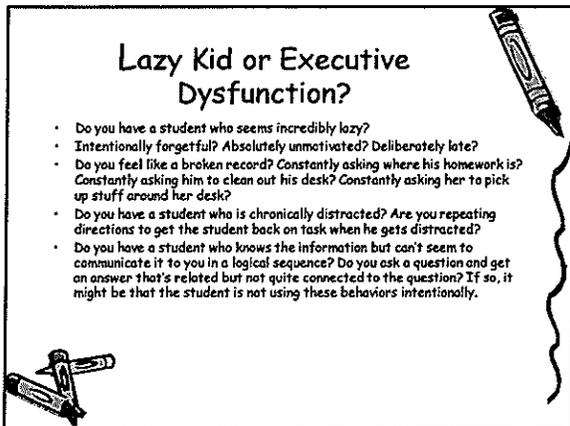


Lazy Kid or Executive Dysfunction?

Christine Brown, M.Ed., CA6S, NCS
School Psychologist/Team Chairperson

Jaime Curley, Ed.D.
Director of Special Education



Lazy Kid or Executive Dysfunction?

- Do you have a student who seems incredibly lazy?
- Intentionally forgetful? Absolutely unmotivated? Deliberately late?
- Do you feel like a broken record? Constantly asking where his homework is? Constantly asking him to clean out his desk? Constantly asking her to pick up stuff around her desk?
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Some people call it "nagging".
I call it, "just do what I
freaking told you to do the
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some@cards
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Basic Overview of the Brain

- **Subcortex:** controls emotions, memory, basic drives (hunger/thirst, sleep/wake, bio-rhythm) - this is in the back of the brain.
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Three Layers of Executive Function Skills

- Self-regulation
 - Subcortex vs. Frontal Lobe
- Organization and Integration of Information
- Higher Order Reasoning Skills



Lazy Kid or Executive Dysfunction?

Students with executive dysfunction have problems that particularly affect

- planning,
- flexibility,
- organization, and
- self-monitoring

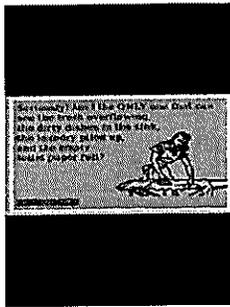


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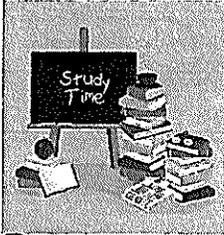
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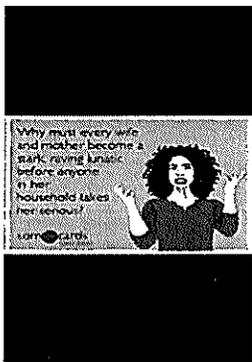
'I don't need your help mom
and dad... I know what to do!!!!'



Executive Functions- the skills I want my child to have

Organized
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Self- evaluate
Analyzing
Knowledge
Predicting
Drawing upon past
Problem solving

Set goals
Reacting quickly
Flexibility
Communication skills
Emotional control
Taking perspective
Collaborating



Developmental Tasks Requiring Executive Skills

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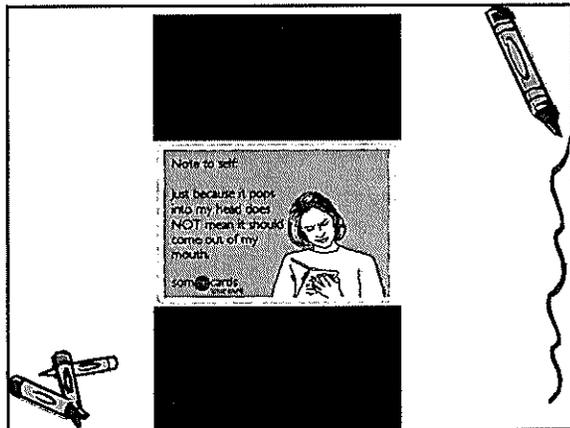


A Visual Model of the Executive Skills

Goal Directed Behavior

- People with executive function deficits 'talk the talk' but cannot 'walk the walk'
- Difficulty starting and maintaining routines
- Cannot stick to a plan
 - There is no plan or forgets the plan
 - Forgets the goal or changes the goal
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Note to self
 just because it pops
 into my head does
 NOT mean it should
 come out of my
 mouth.

son@arts
 www.arts.org

How Do We Keep Our Students in the Prefrontal Lobe?

Talk facts:

- Label the whole then identify the parts
- Point out the features of the circumstance

Don't Use Emotional Language

- Try rephrasing the emotion with the fact
- Keep voice flat

Examples of Talking Facts

Child: 'This book is boring! I hate reading!'

- 'So, historical fiction has lots of details to get through?'

Child: 'I'm awful at art and everyone in the class thinks so too!'

- 'Color, Brushes. The picture. The teacher. Which was a challenge in class today?'

Student: 'I don't like poetry. I don't want to do this!'

- Swimming is the subject of your poem. Parts of swimming are breathing, kicking, water, bubbles...

Student: 'That president only cares about the rich!'

- So attention to all social classes is an important leadership quality to you?'

Examples of Breaking the Whole to Parts

Situation: A child is building a rocket with Legos.
 Child: 'I'm awful at Legos. I can't stand them!'
 Adult: Discuss the different parts of the rocket and help the child build the parts

Situation: Student is making a powerpoint presentation for a long term assignment.
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STOP and Read the Room

- Space - Read the room... What is going on?
- Time - Get on the timeline... what is the pace? What is happening at this moment in time? What is coming up?
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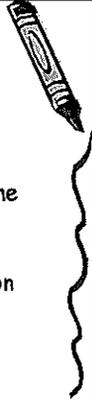

Try this....

Instead of:
 While in the mudroom saying, "Stop! Hang up your coat and put your shoes away!"
 Try...
 When at the mailbox, say, "When we pull into the garage, I want you to see yourself in the mudroom. What are you doing?" (maximal cue)
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Strategies to improve executive function skills are designed to:

- Cue the forethought of a behavior
- Access hindsight
- Build in the sense of the passage of time
- Show the sequence of steps
- Create/cue up a consistent underlying structure to reduce 'thinking demand' on working memory



Strategies (cont.)

- Use Declarative Language- Teach the student to talk to self (use the 'I' voice...)- "I need to..."
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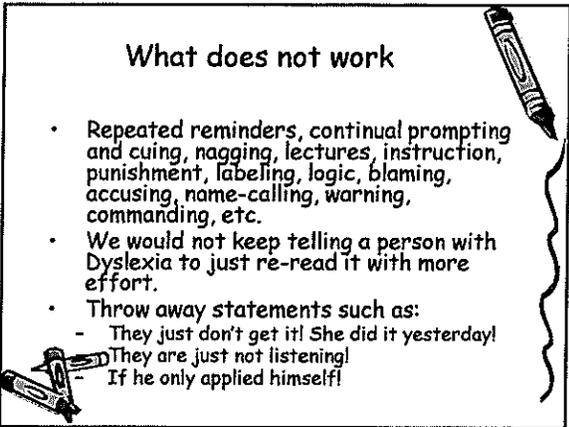
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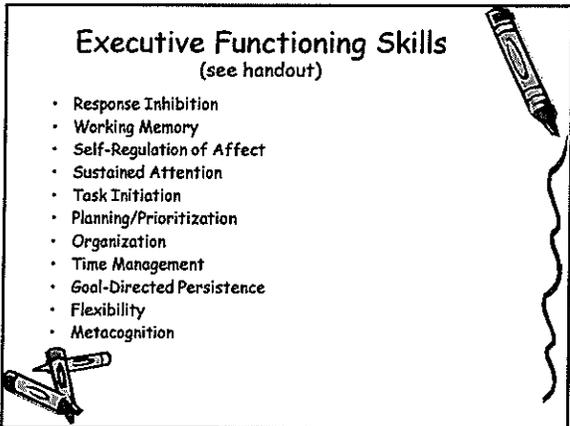
What does not work

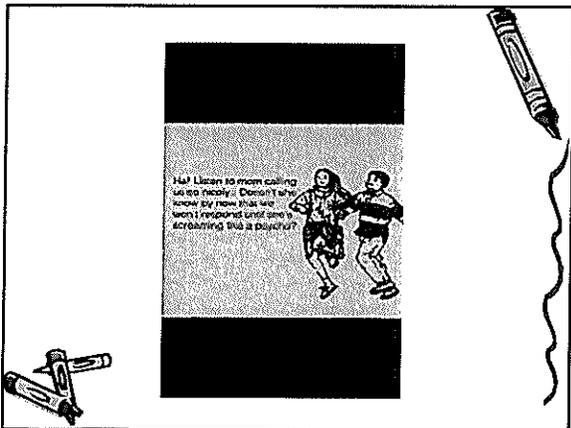
- Repeated reminders, continual prompting and cuing, nagging, lectures, instruction, punishment, labeling, logic, blaming, accusing, name-calling, warning, commanding, etc.
- We would not keep telling a person with Dyslexia to just re-read it with more effort.
- Throw away statements such as:
 - They just don't get it! She did it yesterday!
 - They are just not listening!
 - If he only applied himself!



Executive Functioning Skills (see handout)

- Response Inhibition
- Working Memory
- Self-Regulation of Affect
- Sustained Attention
- Task Initiation
- Planning/Prioritization
- Organization
- Time Management
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- Flexibility
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https://www.youtube.com/watch?v=I7MLzXzqB_s



References

Ward, S. (2011). *Teaching Organization Skills*. Massachusetts: The Center for Executive Function Skill Development.

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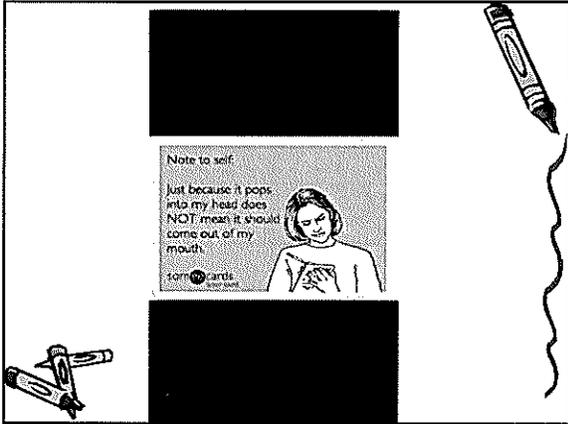
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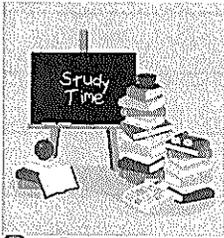
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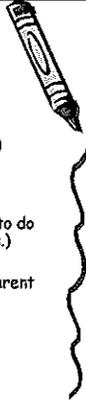
Why must every wife and mother become a nanny, raising kids before anyone else?
 It's not household tasks for nannies!

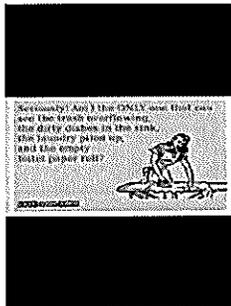
Cartoon Cards
 www.cartooncards.com

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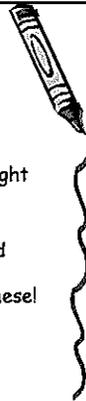




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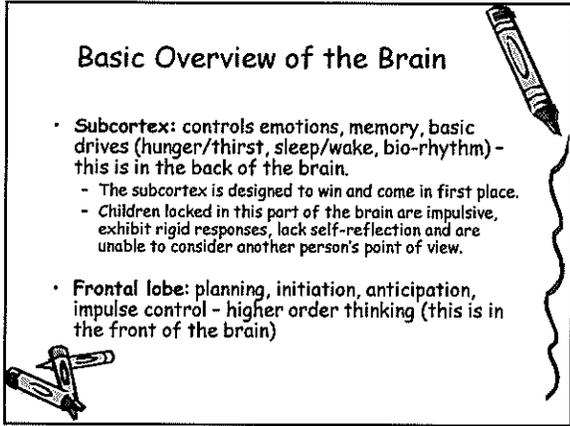
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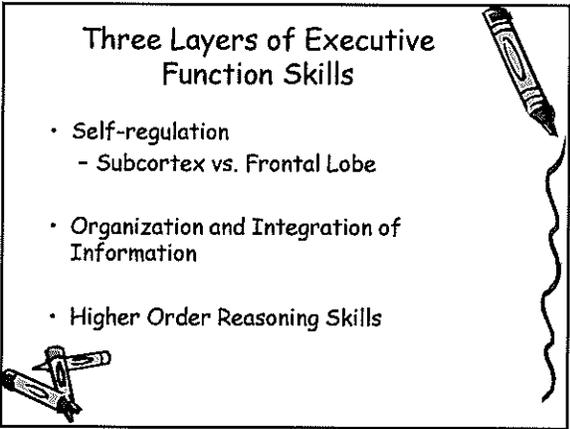
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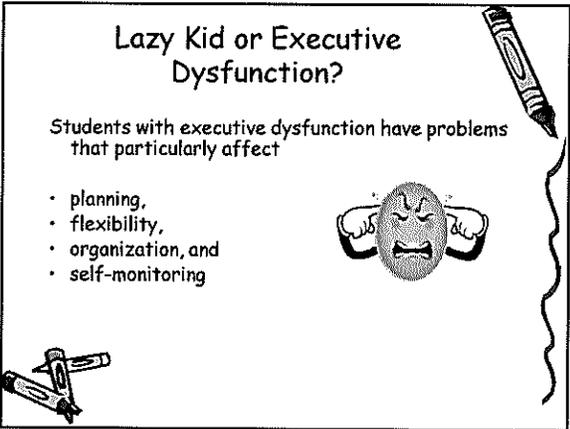
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