



Executive Function

WORKING MEMORY

- Can you *hold on to information in your head* while you do other things or do you forget?
 - Can you *remember multiple steps* of a direction in class or do you need to have things repeated?
 - Do you have trouble with class routines?
- Visuals (lists, schedules, checklists, Post-Its)
 - Memory games (monopoly, checkers, memory card games)
 - Visual teacher websites/IC
 - Remove distractions
 - Create and maintain organizational systems
 - Pull out key words
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SUSTAINED ATTENTION

- Can you *keep paying attention* to a situation or task even if you are distracted, tired or bored?
 - Can you *get back to work* after an interruption?
 - Are you *focused* or disruptive in class?
- Sit near teacher
 - Sit away from distractions
 - Timer
 - Chunk assignments
 - Create a schedule with breaks
 - Maintain eye contact on speaker
 - Create checklist
 - Make personal connections
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PLANNING AND PRIORITIZING

- Can you *make and keep a plan* to complete your work?
 - Can you decide what is important and what you should *do first*?
 - Can you use a *checklist*?
- Create lists
 - Rank tasks
 - Break large tasks into chunks with deadlines
 - Use self-talk questioning
 - “Which of these assignments must be done today?”
 - “Of these tasks, which can I do by myself?”
 - “With which of these assignments do I need assistance?”
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TIME MANAGEMENT

- Can you *estimate* how much time you need to get something done?
 - Can you *stay within time limits* and deadlines?
 - Can you complete your work on *time*?
 - Does it take you a long time to get your work done (not because it's too hard)?
- Structured routine
 - Create a daily/weekly
 - Calendar/agenda
 - Prioritize tasks
 - Take breaks
 - Chunk large tasks into smaller tasks
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FLEXIBILITY

- Can you *“go with the flow”*?
 - Can you *change plans* in the face of obstacles, setbacks, new information or mistakes?
 - Do you get stuck on a plan even if it's not working?
 - Do you need warning for changes in routine?
- Create and follow schedule allowing for adjustments
 - Chunk tasks into small, more manageable tasks
 - Use coping strategies when you feel inflexible
 - Role play situations to plan for flexibility
 - List possible barriers and how to deal with them
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RESPONSE INHIBITION

- Do you *think before you act* or do you jump to conclusions before you have all the facts?
 - Do you have *self control* or do you blurt out in class?
 - Do you *take turns* or do you interrupt others in conversation?
- Timer
 - Consistent routine
 - If...then language
 - Set limits and rules
 - Rewards (tangible, social) and chart progress
 - Rating scale (1-10) to assess
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EMOTIONAL CONTROL

- Can you *manage your emotions* to achieve goals, complete tasks or control your behavior?
 - Can you *handle daily ups and downs* of life?
 - Do you *keep your cool* during emotionally charged situations?
- Quiet place
 - Label and understand your emotions
 - Big deal or Little deal
 - Signal with teacher for a break
 - Utilize coping strategies
 - Identify triggers and role play solutions
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TASK INITIATION

- Can you *begin* a project or activity without procrastination or do you delay getting to work on homework?
 - Do you find yourself working on a long term project the night before it's due?
 - Do teachers have to help you *get started*?
- Use visuals
 - Plan and prioritize tasks
 - Complete easy tasks first
 - Follow routines
 - Check in with teachers for understanding
 - Chunk large tasks into smaller tasks
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ORGANIZATION

- Can you make and keep a system for *arranging or keeping track* of important items?
 - Do you put your papers *in the right place* in your binder or cram them anywhere?
 - Is your bedroom *neat* or a mess?
 - Can you *find* your homework?
 - Are your gym clothes still in your locker?
- Routine procedures
 - Organizational system
 - Set goals and reflect on success
 - Use visuals
 - Remove any unnecessary papers from your binder and save
 - Maintain a clean work and storage space
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GOAL DIRECTED PERSISTENCE

- Can you *set a goal* and work towards it?
 - Can you *strive to reach* a long term goal?
 - Do you set realistic or unrealistic *expectations* for yourself?
- Set **SMART** goals
 - S:** Specific
 - M:** Measurable
 - A:** Achievable
 - R:** Realistic
 - T:** Timely
 - Use positive self talk
 - Chunk up long term tasks with deadlines
 - Set short term goal to earn reward
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METACOGNITION

- Can you *self-reflect*?
 - Can you *observe* how you problem solve?
 - Can you *self-monitor*?
 - Can you ask yourself *“how am I doing”*?
 - Do you know your *strengths and weaknesses*?
- Self evaluation
 - Draw on previous knowledge to gain understanding and make connections
 - Identify what you know vs. what you don't know
 - Use test to monitor progress and success
 - Reflect on effectiveness of studying after taking a test
 - Identify ways you learn best (learning style)
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