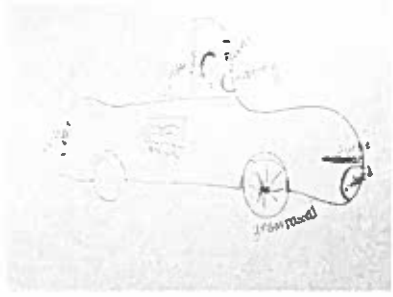



Executive Functions

Technique	Description	Application
1. Self-monitoring	Set a measurable goal with a student. Show them how to tally or bar graph their outcomes. For example, if the goal is to raise their hand in class, they would tally how many times they do so during the period and chart their progress for the week. This can also be done class wide.	
2. Personalized Error Checklist	Applicable to writing or math, have students note their most common types of errors. After a week or two, direct them to turn this into a personalized checklist so that future editing or work checking is less random.	
3. Time Chunks	Teach students how to divide a timeframe into smaller chunks to get things done. For example <ul style="list-style-type: none"> <input type="checkbox"/> Review assignment - 2 min <input type="checkbox"/> Complete first half - 10 min <input type="checkbox"/> Stretch break - 5 min <input type="checkbox"/> Complete second half - 10 min <input type="checkbox"/> Review work - 3 min <input type="checkbox"/> Submit - 1 min After creating the checklist, show students how to mark actual times with sticky notes or sticky arrows.	
4. Weekly Homework Calendar	Homework that has been assigned for the week allows students to anticipate and plan, as well as notice any patterns or long-range learning targets.	
5. Photo Reminders	Certain students respond well to seeing a photo of the correct response. For example, a photo of a well-organized binder, themselves with a hand raised, attentive posture, etc. They can store this photo on their device, or keep a printed copy in their binder.	

<p>6. Retrieval Practice/Self Quizzing</p>	<p>Teach students the research on the effectiveness of retrieval practice in the form of self-quizzing. Demonstrate how to create questions based on class notes, especially those they are having difficulty remembering.</p>	
<p>7. Graphic Organizer Notes</p>	<p>Teach students the research on the effectiveness of creating a graphic version of notes (retention is improved when information has a location on a page.) Model how to take the notes from a lesson and create a concept map (or Venn Diagram, etc.)</p>	
<p>8. Vocabulary Shapes</p>	<p>When teaching several new terms, have students draw a simple shape (car, house, boat, tree) and then add the new terms to the shape, adding to the drawing to make meaning.</p> 	
<p>9. Creating Mnemonics</p>	<p>Teach these three steps for creating mnemonics, modeling with new content that needs to be memorized.</p> <ol style="list-style-type: none"> 1. What do you need to remember? 2. Shorten it to key words. 3. Arrange it into something memorable (a new word, a phrase or sentence that tells a story) 	
<p>10. Personalized Checklists</p>	<p>Teach students how to create a task checklist for multi-step processes or long-term projects. You can model either a forward mapping or backward mapping process.</p>	

11. Progress Bars	When starting a new topic, direct students to draw a 3"x1" rectangle in their notes. Ask them mark one end 0% and the other end 100%. Encourage them to reflect on their current level of knowledge or confidence with the new topic and shade in that amount on the progress bar. At the end of the lesson, ask them to reflect and shade in any progress. Teach students that seeing personal progress increases perseverance through dopamine release. Explain how they could adapt this strategy for studying or for other classes.	
12. Secret Signals	For students with processing delays, meet privately with them and develop a secret signal that you will use prior to calling on them. This might be standing right by their desk before asking a question of the class. They will know that you are going to provide enough wait time for them to raise a hand to answer the question.	
13. Memory Palace	This strategy works well when students need to remember a series of items or steps in a process. Ask them to picture a very familiar place, usually their current home or the school. Explain that they can link each item in the series to a room or item they encounter as they travel through the place. For example, the doorway, the tv room, the kitchen counter, etc.	
14. Memory Melody	Music is a strong memory pathway. Encourage students to link content to a familiar tune or song. Some might be comfortable enough to create a rap.	

<p>15. Connections Web</p>	<p>Connections between new material and familiar things increases retrieval. Direct students to develop a connections web (or Double Bubble Map) on a post-it, highlighting 4 or 5 hobbies or interests. They should keep this somewhere accessible. As they learn new material, they can challenge themselves to make connections to their interests.</p> 	
<p>16. Attention Self-Assessment</p>	<p>Guide students through a self-assessment of what assists or interferes with attention. You might do this by setting up a T-Chart. After identifying their personal experiences, brainstorm with individuals or the group about ideas for improving attention. Have each student choose one to try for a week.</p>	
<p>17. Step-by-Step</p>	<p>Provide directions in a step-by-step manner, writing them on the board as a numerical list. This can be helpful for even the simplest of tasks, such as</p> <ol style="list-style-type: none"> 1. Open ___ 2. Read pages 29-31 3. Summarize 	

<p>18. Inner Speech</p>	<p>Inner speech or self-talk is a proven strategy for decreasing anxiety. Before a test, direct students to sit quietly and think encouraging thoughts, i.e. "I studied, I remember a lot of the unit, I know some test-taking strategies, I can do this if I take my time." Explain how you give yourself an inner pep-talk at stressful times. Time to write before an exam has also proven effective. Students are prompted to write anything they know about the content as well as encouraging phrases.</p>	
<p>19. Text a Peer</p>	<p>Provide each student with a peer to text (or write) with advice about test-taking, study strategies and how to improve attention. Research has found an improvement in test scores for the sender and receiver!</p>	
<p>20. Metacognition Tracker</p>	<p>Explain to students the concept of metacognition - thinking about your thinking. Research shows you can improve your metacognition with practice. Provide the students with a checklist of metacognitive questions such as</p> <ul style="list-style-type: none"> <input type="checkbox"/> What did I picture? <input type="checkbox"/> What questions did I ask? <input type="checkbox"/> How did I interact with the info? <input type="checkbox"/> How did my thinking change? <input type="checkbox"/> What connections did I make? <input type="checkbox"/> Did I consider other perspectives? <input type="checkbox"/> What kind of thinking did I do? <input type="checkbox"/> What else could I be doing to enhance my learning? <p>Direct students to identify any of these they engaged in, or to choose a few to try.</p>	

<p>21. Calming Techniques</p>	<p>Model and teach students a variety of calming techniques, such as deep breathing, counting to ten, tensing and relaxing muscles, changing location, using headphones, closing eyes to visualize a calm space. Have students identify the techniques that work best for them, make a sticky-note reminder or note on device and place it somewhere accessible in times of stress.</p>	
<p>22. Selected Accommodations</p>	<ul style="list-style-type: none"> • Visual Timer • Graphic Organizers • Checklists • Specific, Timely Reinforcement • Written Schedules • Posted Rules • Preferential Seating • Adjusted Time • Breaks • Multi-modality Teaching • Technology • Color-coding or Highlighting • Access to Notes • Changing Format of Assignments or Assessments • Chunking • Fidgets • Flexible Seating, Standing Areas • Headphones or Ear Plugs • Social Narratives 	
<p>Other Ideas</p>		