

The background is a solid blue color. It is decorated with various abstract geometric shapes in orange, yellow, and grey. These shapes include thick curved lines, circles of different sizes, and rounded rectangles. Some shapes are solid, while others are outlines or have smaller shapes inside them. The overall style is modern and playful.

Executive Functioning: Supporting Your Child's Ability to Get Things Done

Get Ready



Let's Do This!

Take Notes



Choose an Executive Functioning Skill:

Create a Goal:



Think about your plan



Don't forget the **Why**



It's Done



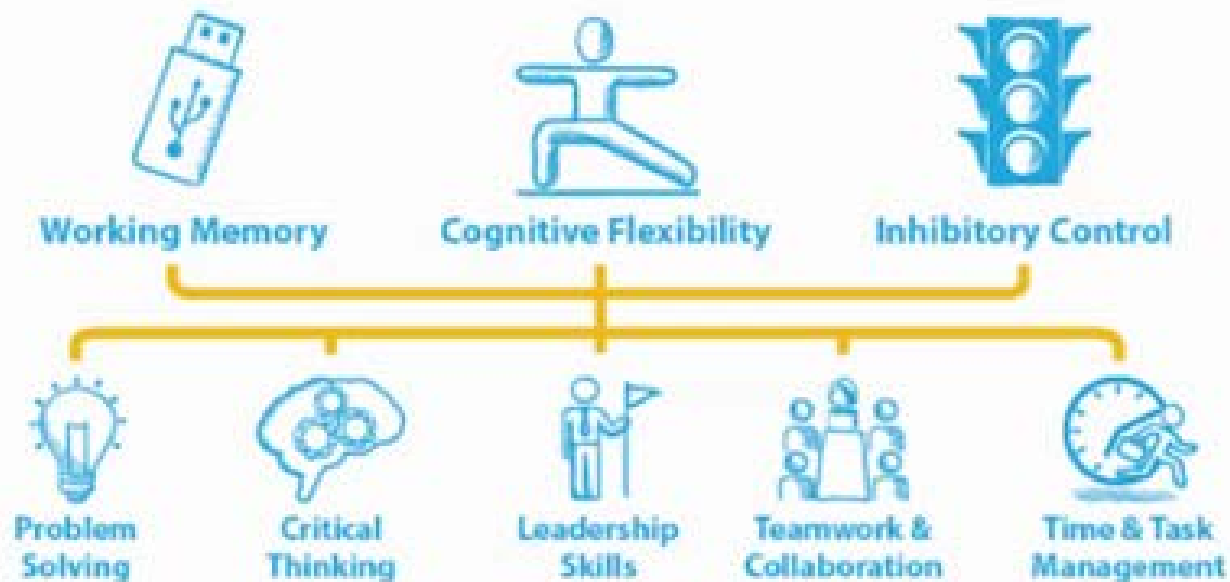
- I will be able to describe what executive functions are.
- I will see the importance of growing executive function skills in my child
- I will have at least one concrete takeaway to help my child.

01

Introduction to Executive Functioning

What is Executive Functioning Skills?

Executive function development in early childhood supports the growth of critical workforce skills later in life



Executive Functioning

The thinking skills needed to select and make goals or solve problems and the ability to manage behaviors along the way.

Task or Problem

WORKING
MEMORY

Picture it
Find the resources
Remember the goal

PLAN

METACOGNITION
Think About Thinking

ORGANIZE

MANAGE
TIME

Manage
Emotions

Procrastination

Task
Initiation

Response
Inhibition

Think Before
You Act

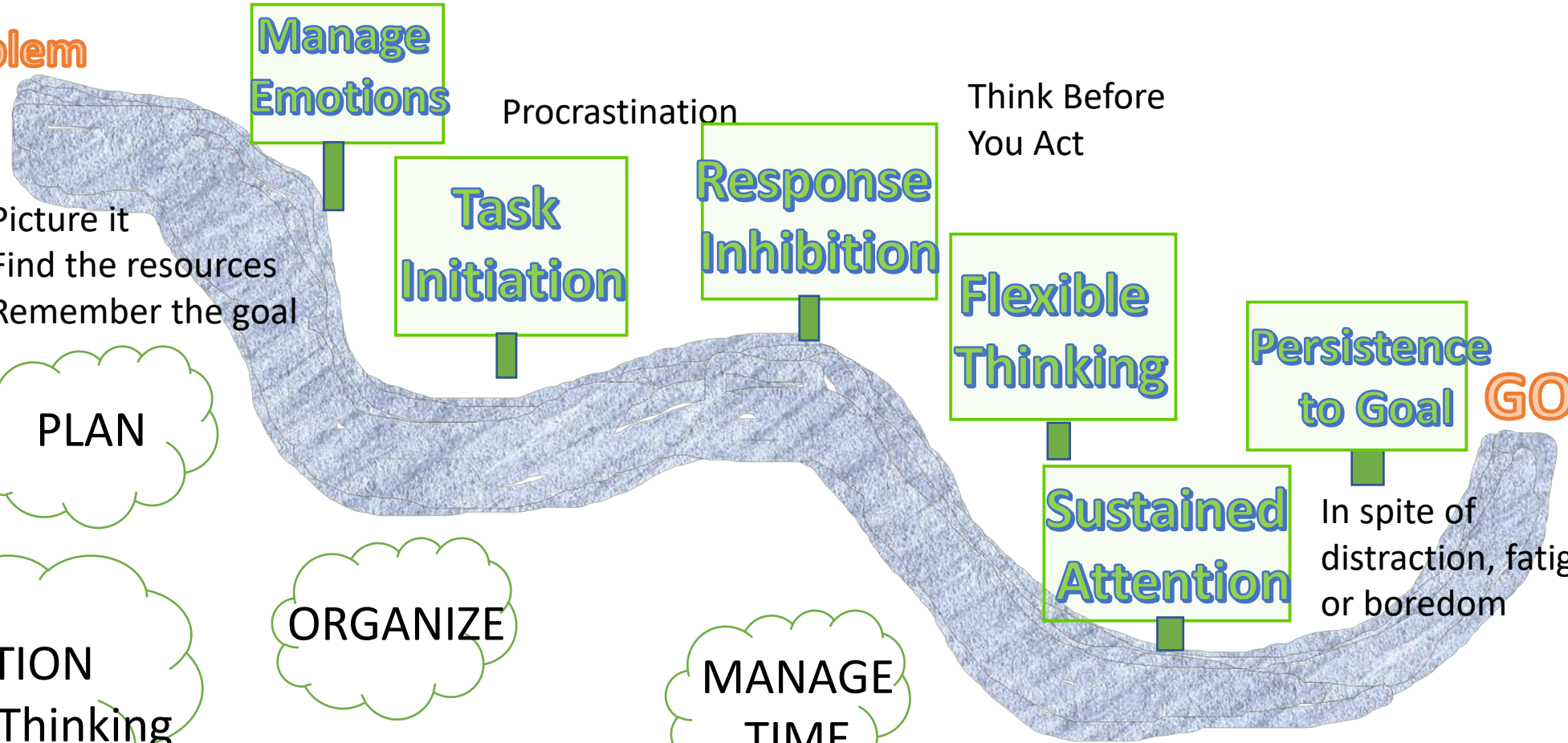
Flexible
Thinking

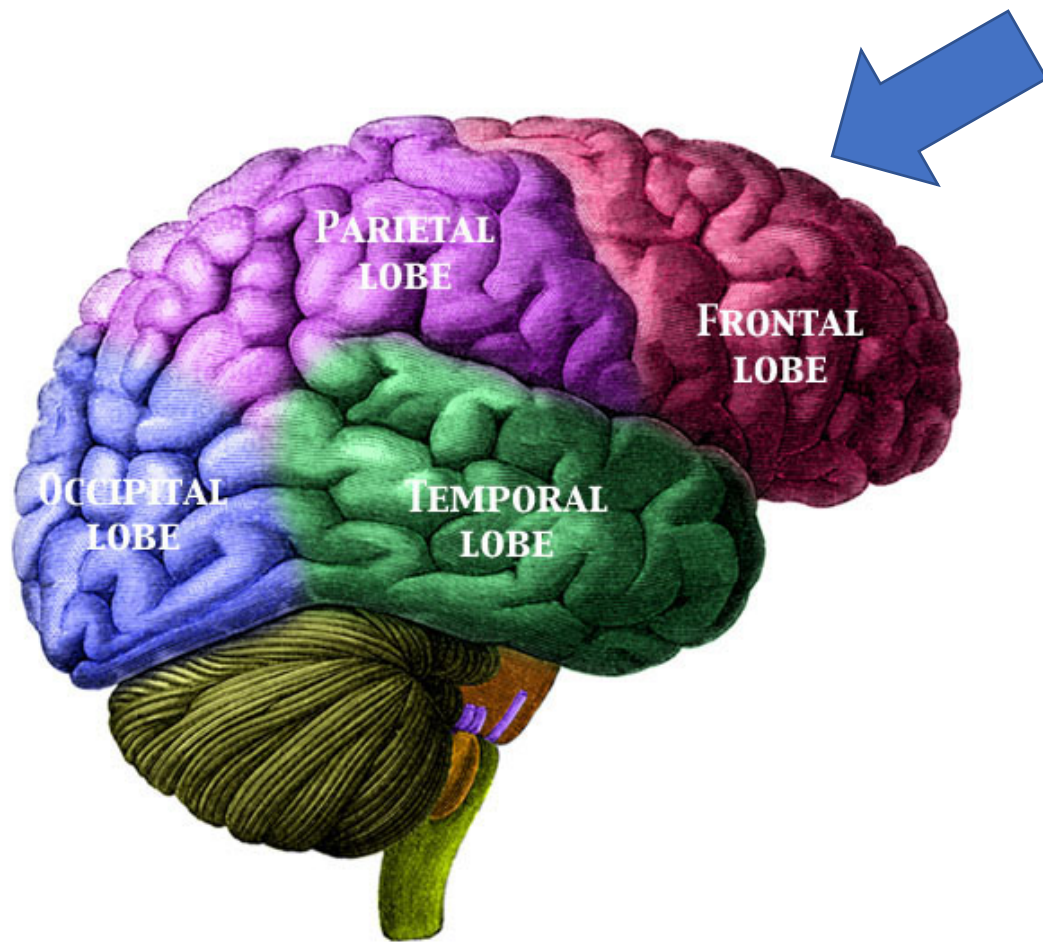
Persistence
to Goal

GOAL!

Sustained
Attention

In spite of
distraction, fatigue
or boredom





02

Ways to Support Your Child's EF Skills



Where to Start? Strength/ Weakness

- Backpack and Notebooks are disorganized
- Desk at school or home workspace is a mess
- Trouble keeping bedroom or locker tidy

Big Problem	1
Moderate Problem	2
Mild Problem	3
Slight Problem	4
No Problem	5

- Says, "I'll do it later" and then forgets about it
- Forgets homework assignments or forgets to bring home needed materials
- Loses or misplaces belongings such as coats, mittens, sports equipment, etc....

Organization

- Trouble planning for big assignments
- Difficulty setting priorities when has a lot of things to do
- Becomes overwhelmed by long-term projects or big assignments

Planning

Working Memory

- Has a hard time estimating how long it takes to do something (such as an assignment)
- Often doesn't finish work on time –rushes to get it done
- Slow getting ready for things (appointments, school, changing subjects)

Time Management



Establish the Executive Functioning Skill:

Organization, Working Memory, Planning, Time Management

Create a Goal:

Make your plan:

Don't forget the **Why**

How will you teach this to your child? Visual

What supports will you start with? Forms

Do you need incentives?

Collect Data:

Analyze the data: Graph the results

Next Steps:

When and how will you evaluate how it is going?



External

You are doing
the thinking and
heavy lifting



Internal

They can handle
this on their
own.

The background is a solid blue color. It is decorated with various abstract geometric shapes in orange and yellow. These include thick curved lines, solid circles of different sizes, and rounded rectangular bars. Some shapes are grey, including a large 'U' shape at the top left, a vertical bar at the top right, and a horizontal bar on the right side. The overall style is modern and playful.

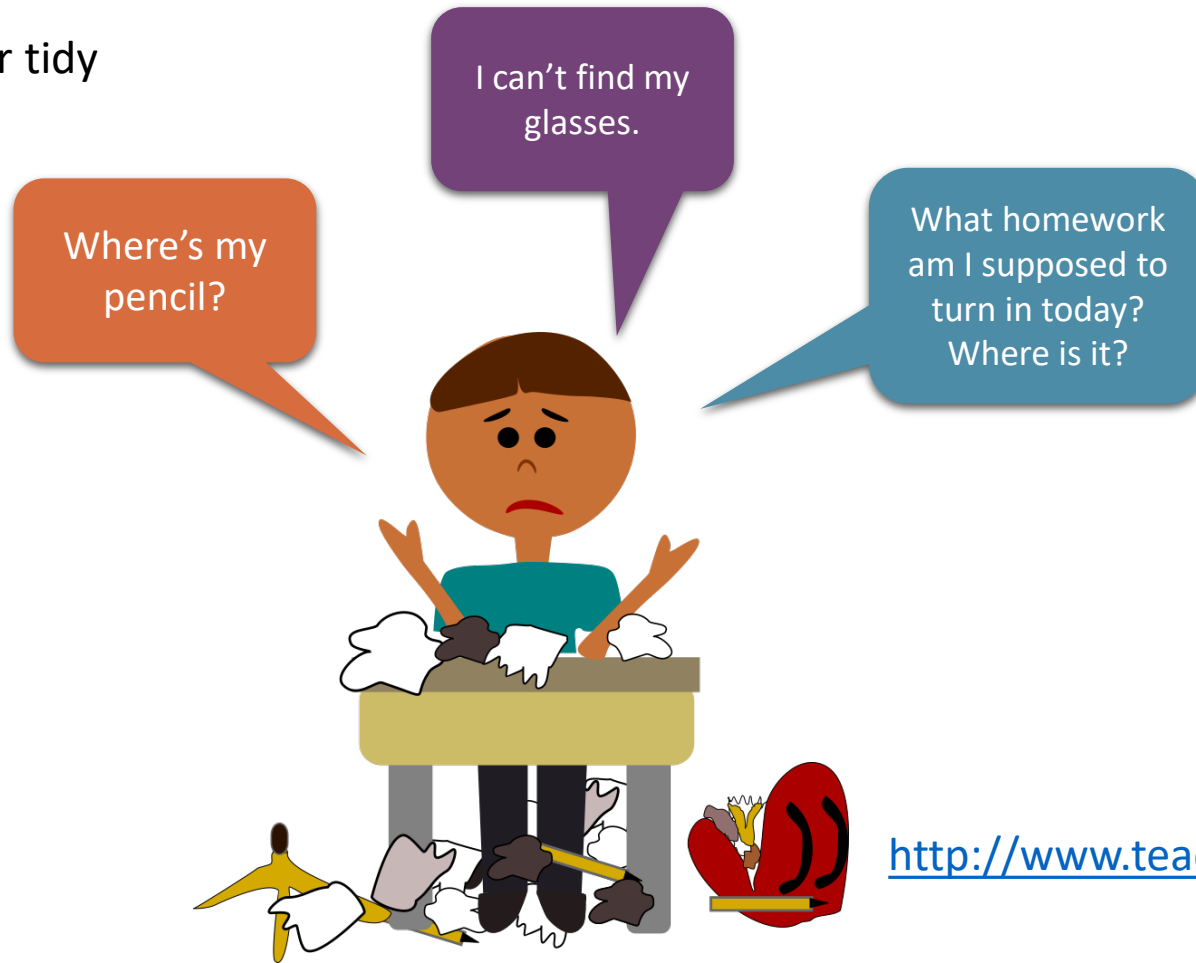
Help your child **organize** their belongings

Organization

The Why

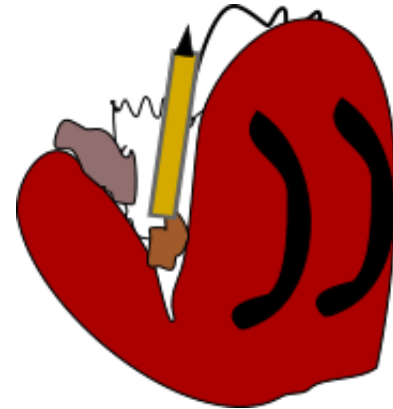
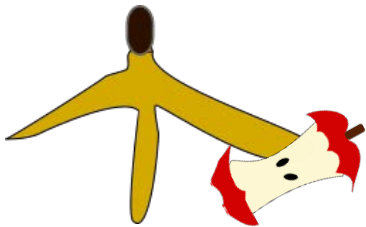
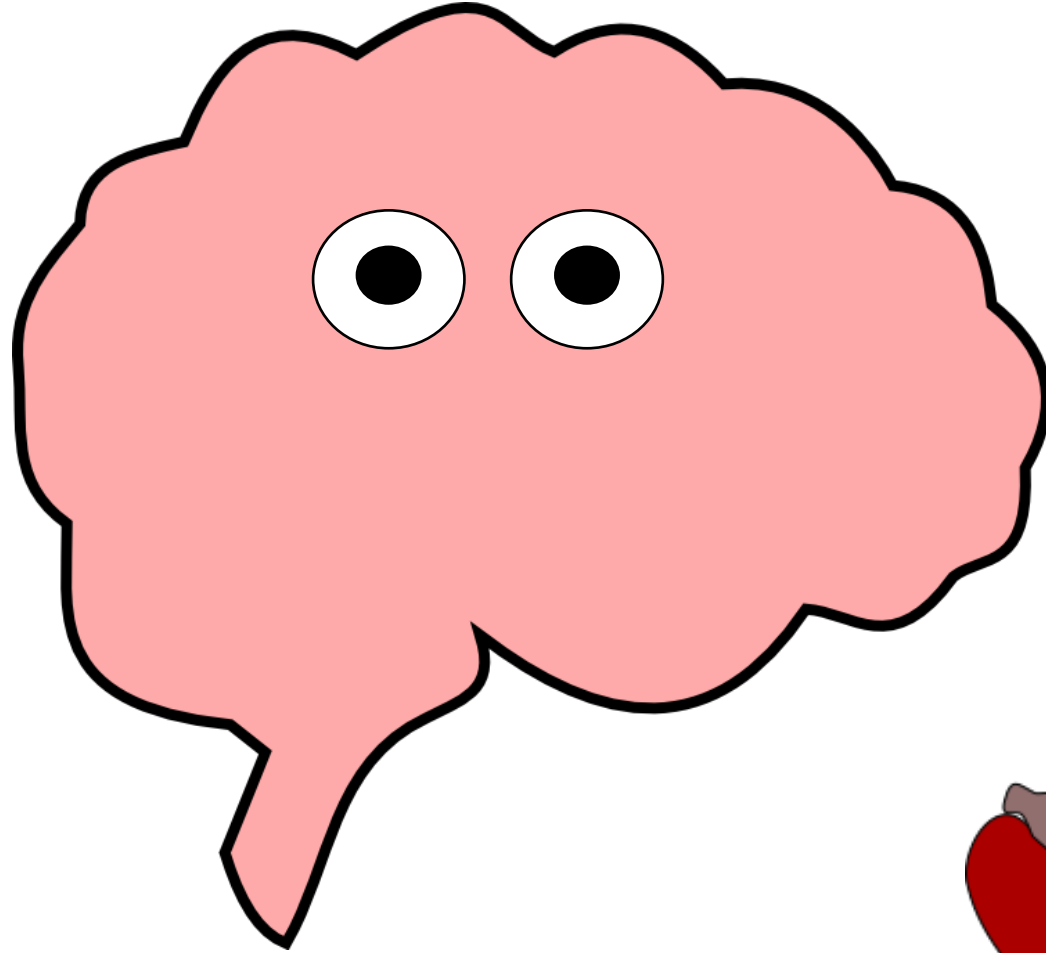
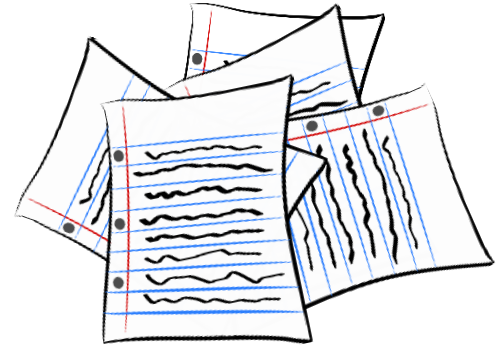
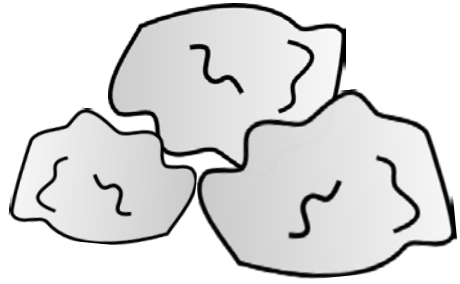
- Backpack and Notebooks are disorganized
- Desk at school or home workspace is a mess
- Trouble keeping bedroom or locker tidy

When you're **disorganized**, it makes it harder to learn. It can make it so you don't do well in school, even if you feel like you understand what's being taught.

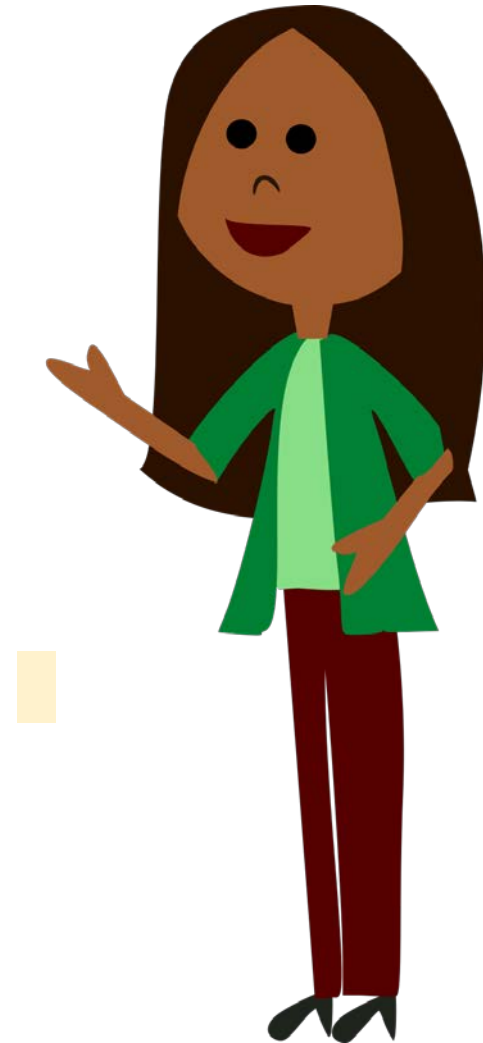


GOAL: To give everything a place

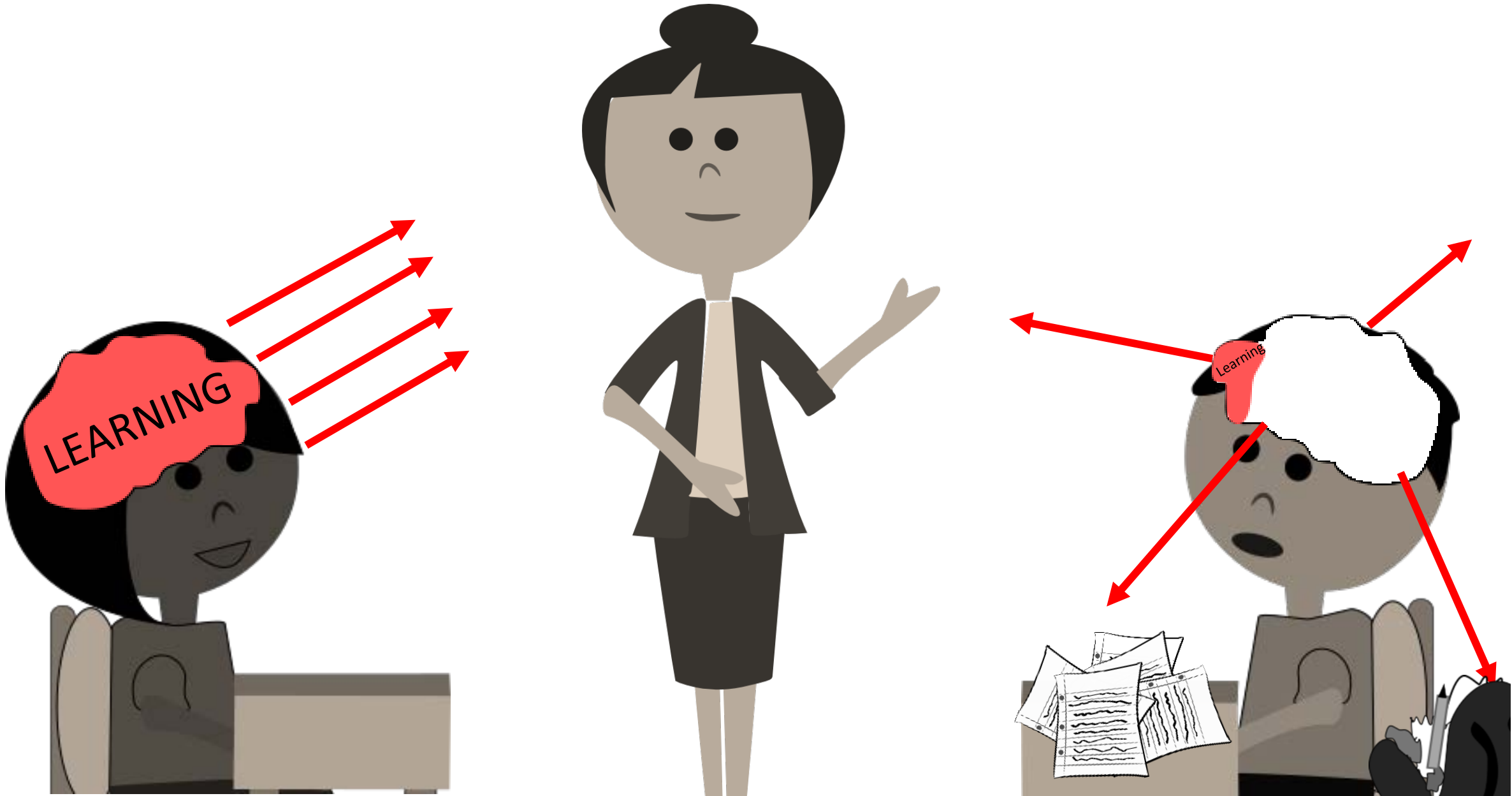
That's because when things are disorganized and messy, your brain gets distracted.



Your brain *loves* things to be in order! If things are disorganized, your brain has trouble focusing on what you're learning. It'll be paying attention to all the mess and confusion instead of your teacher or your homework.



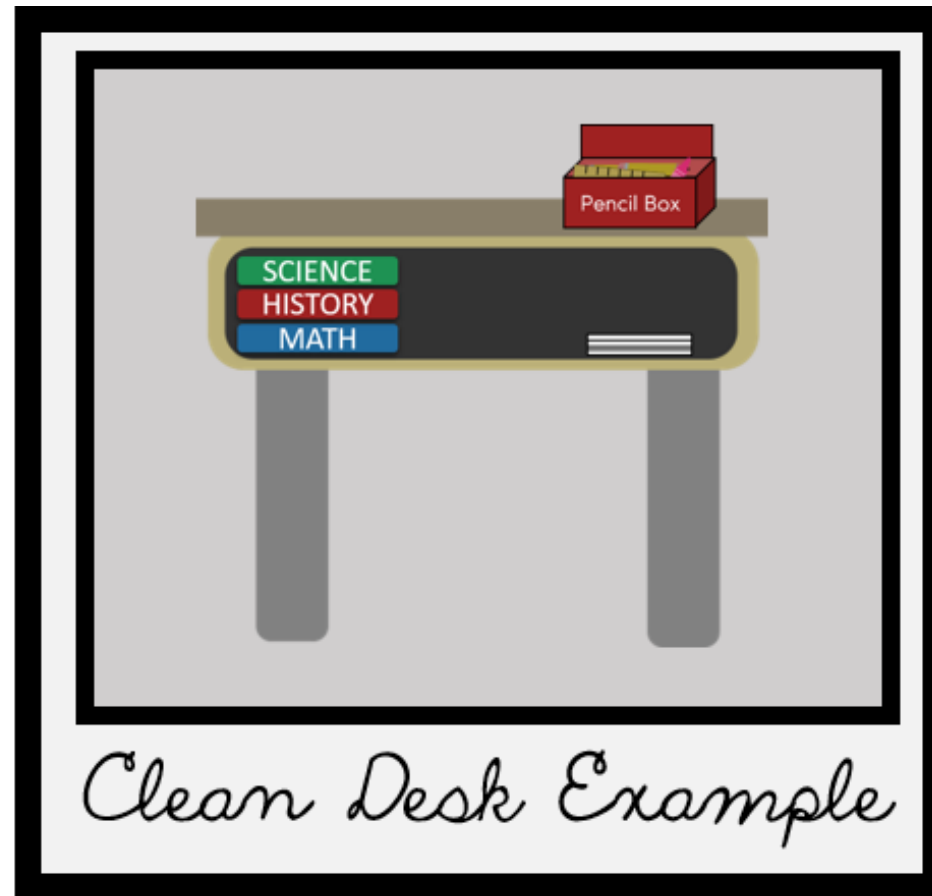
When your brain is focused so much on these other things, there's not much attention left for learning.



All the mess and disorganization raises your **stress level** and can put you in a bad mood, even if you don't realize it.
When your stress level goes up, it makes it harder to learn and it makes you less happy.

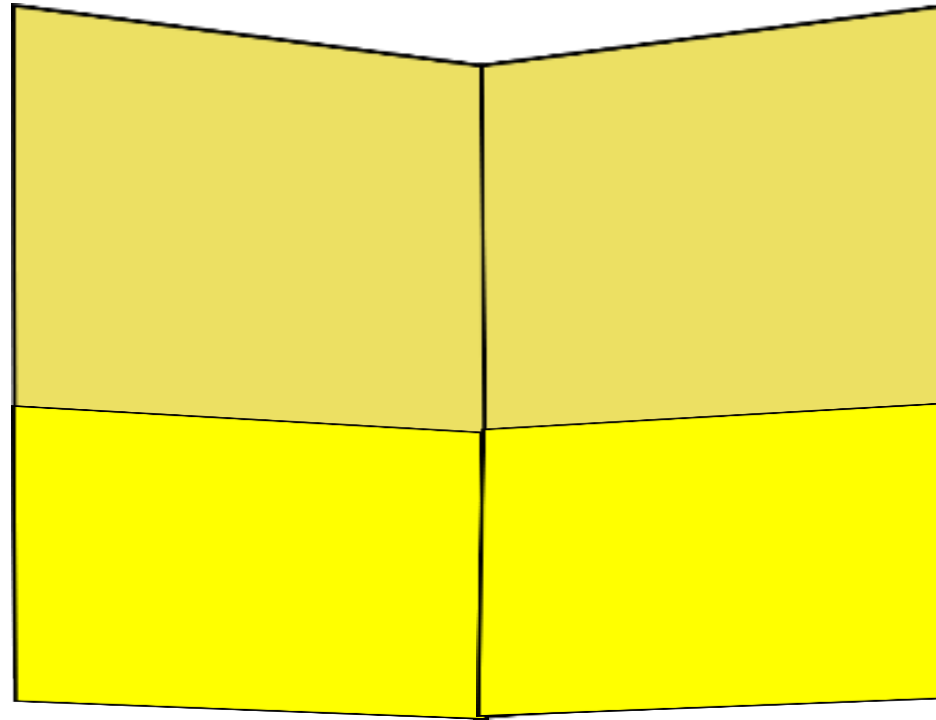
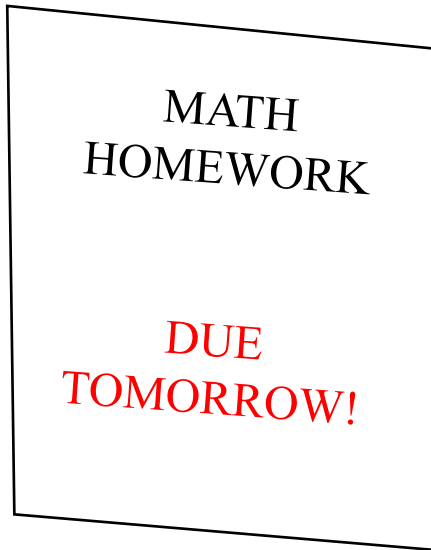


How will you teach this to your child?
Visual picture of where things go.

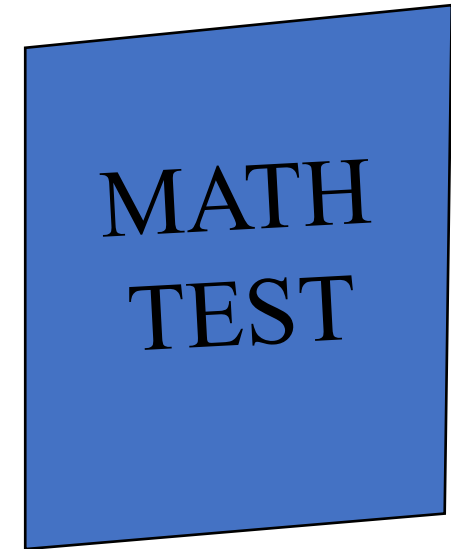


Create a simple system to keep track of **homework**.
You could have a homework folder with two sides.

On one side, they put homework
and papers that **need to be
finished** and brought back to
school.



On the other side
they puts papers that
can **stay home**.

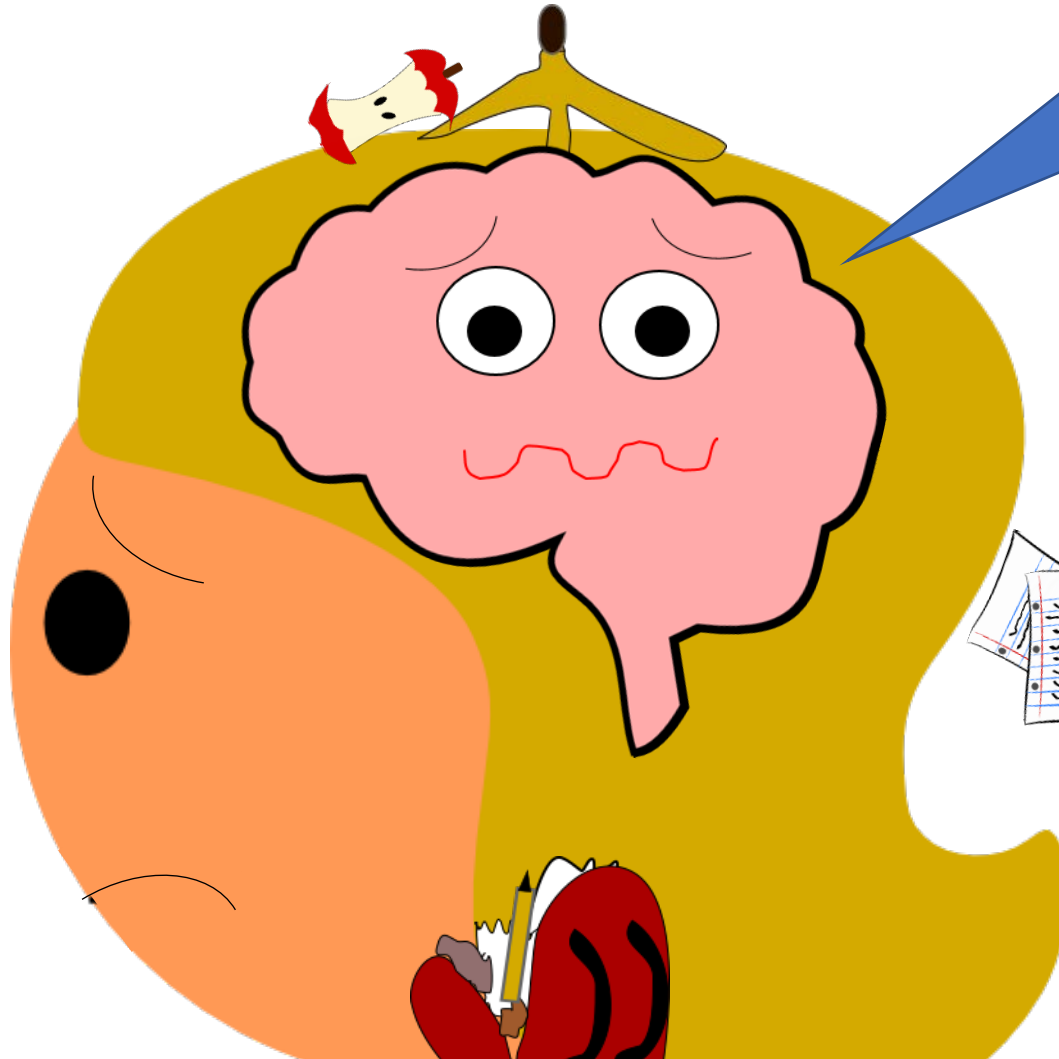
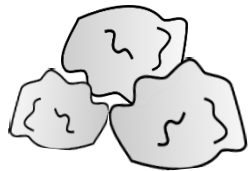


At the end of the day, the teacher has a student check their homework folder to make
sure everything is in the right spot, and your child checks their folder.

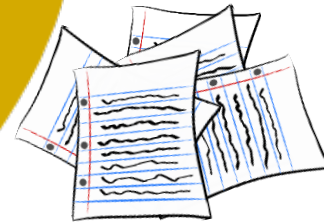
Tip #2 Use Routines and Checklists

Sometimes even when **everything has a place** and you know where it goes, it's overwhelming to start.

What
supports will
you start
with?



This is too hard.
I'm outta here!

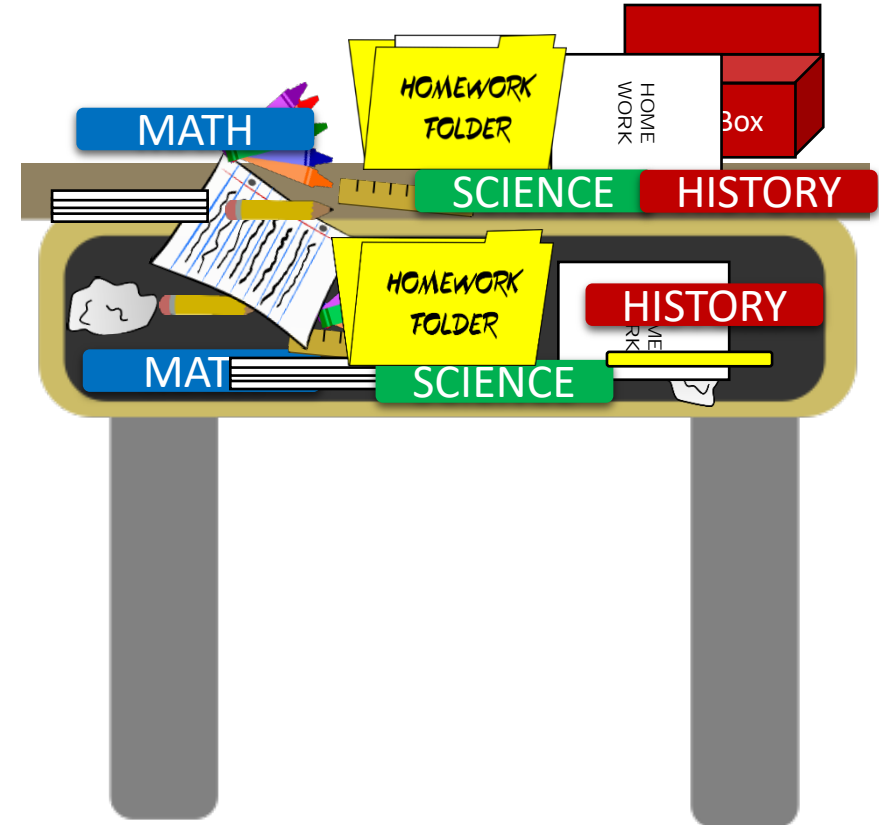


Create a **routine** to clean the desk.

Together decide where to start, and then write each step on a **checklist**.

When they finish a step, they check it off.

1 st	First, take everything out and put it on top of the desk.	✓
2 nd	Throw away any trash.	✓
3 rd	Put homework neatly in folder to take home.	✓
4 th	Put all pencils, crayons, and supplies in pencil box.	✓
5 th	Stack books on left side and folders and papers on right side.	✓



Use checklists and routines throughout the day.





Have a routine and checklist before they **go home**.

Going Home Checklist	
	✓
	✓
	✓
	✓

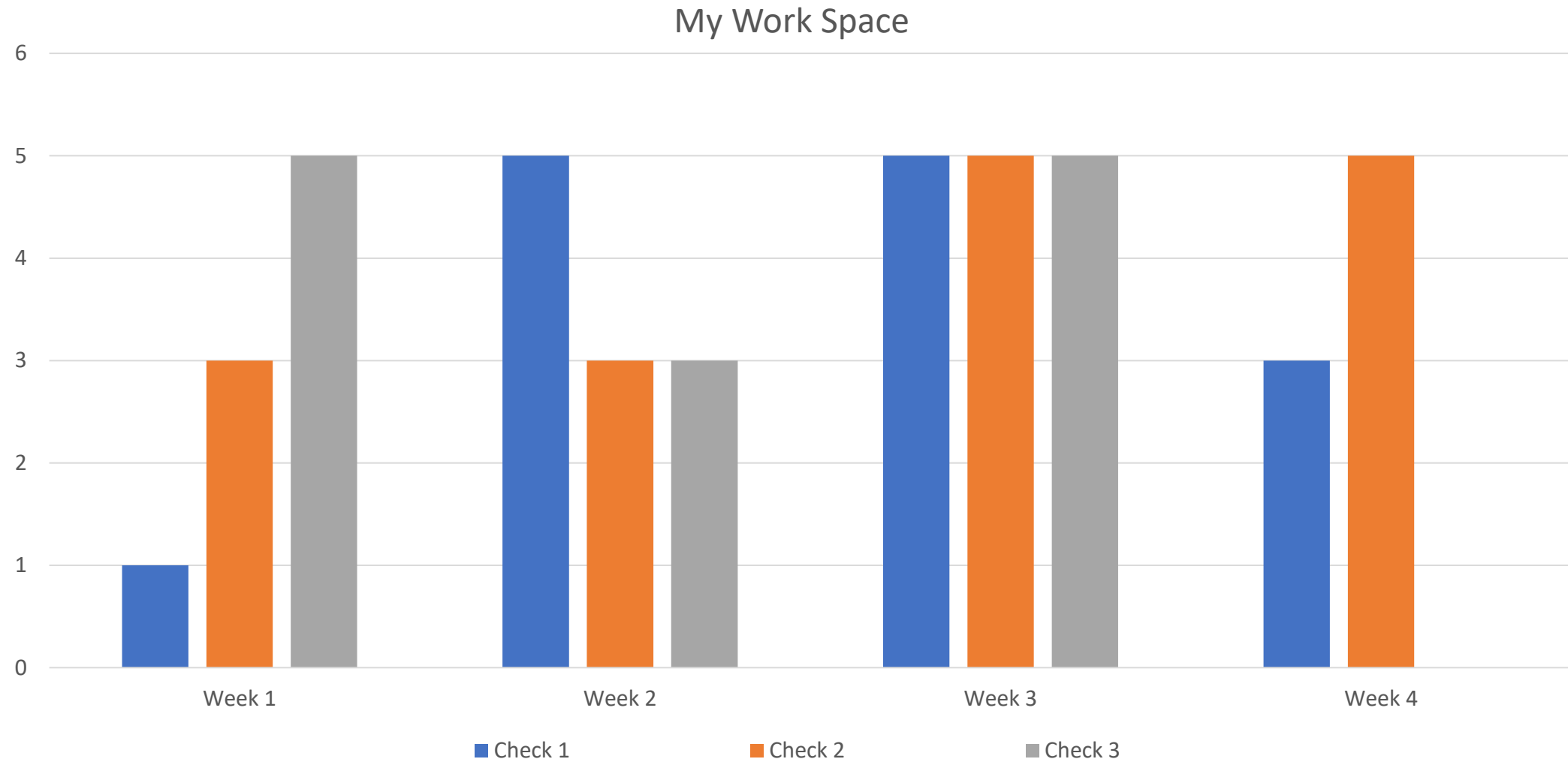
Have a checklist to **clean their room**.

Clean Room Checklist	
	✓
	✓
	✓
	✓

Have a checklist to make sure they have everything in their **backpack** for the next day.

Backpack Checklist	
	✓
	✓
	✓
	✓

Collect Data: Spot Checks 3 X a week.



Do you need incentives? New pencil box or set of pens
Next Steps:
When and how will you evaluate how it is going?

Help your child **plan** daily
and long term projects.

Consider a Student's Time Horizon and the Impact It May Have on Their Learning

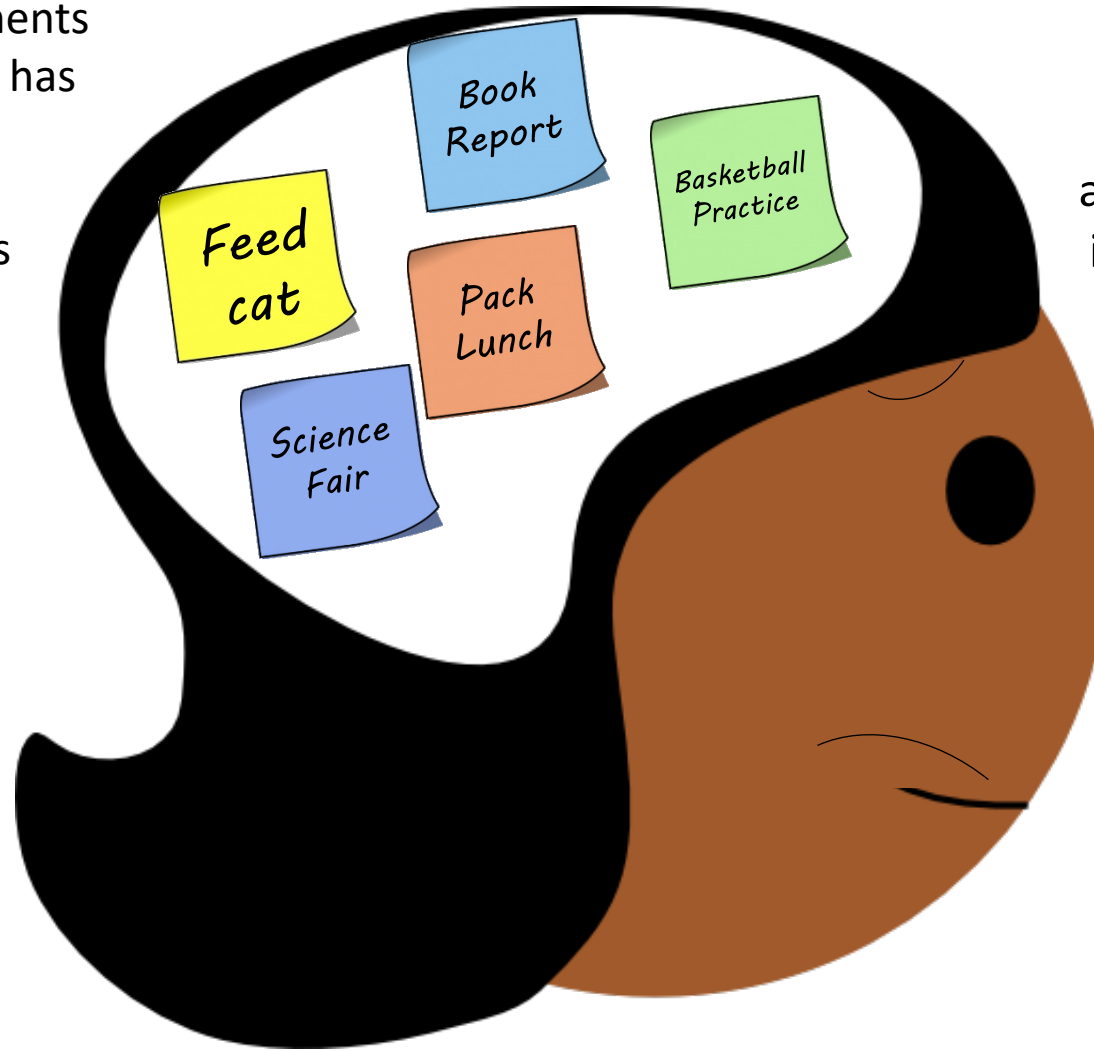
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30 + plus	8-12 weeks

Understanding begins only when the event enters the time horizon of the child

This chart comes from Susan Koceski, Ph.D., School Psychologist and Diane Katakowski, CCC-SLP, Speech and Language Therapist, Oakland Schools Adapted from Sarah Ward, CCC-CLP

Planning: The Why

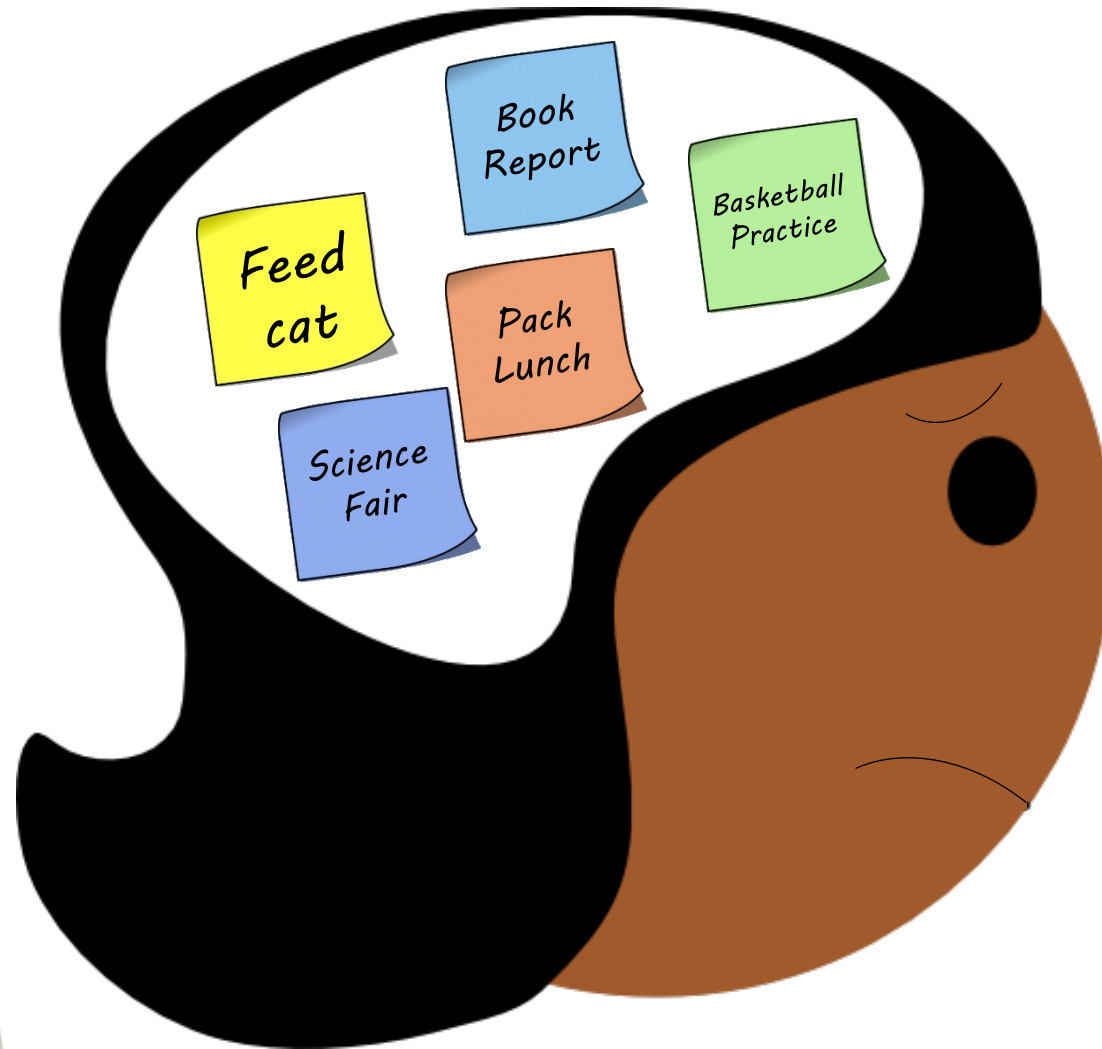
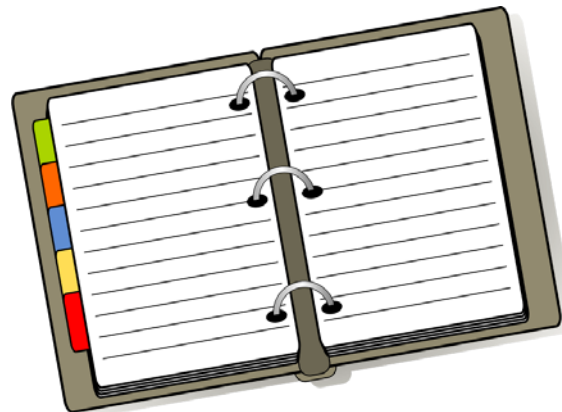
- Trouble planning for big assignments
- Difficulty setting priorities when has a lot of things to do
- Becomes overwhelmed by long-term projects or big assignments



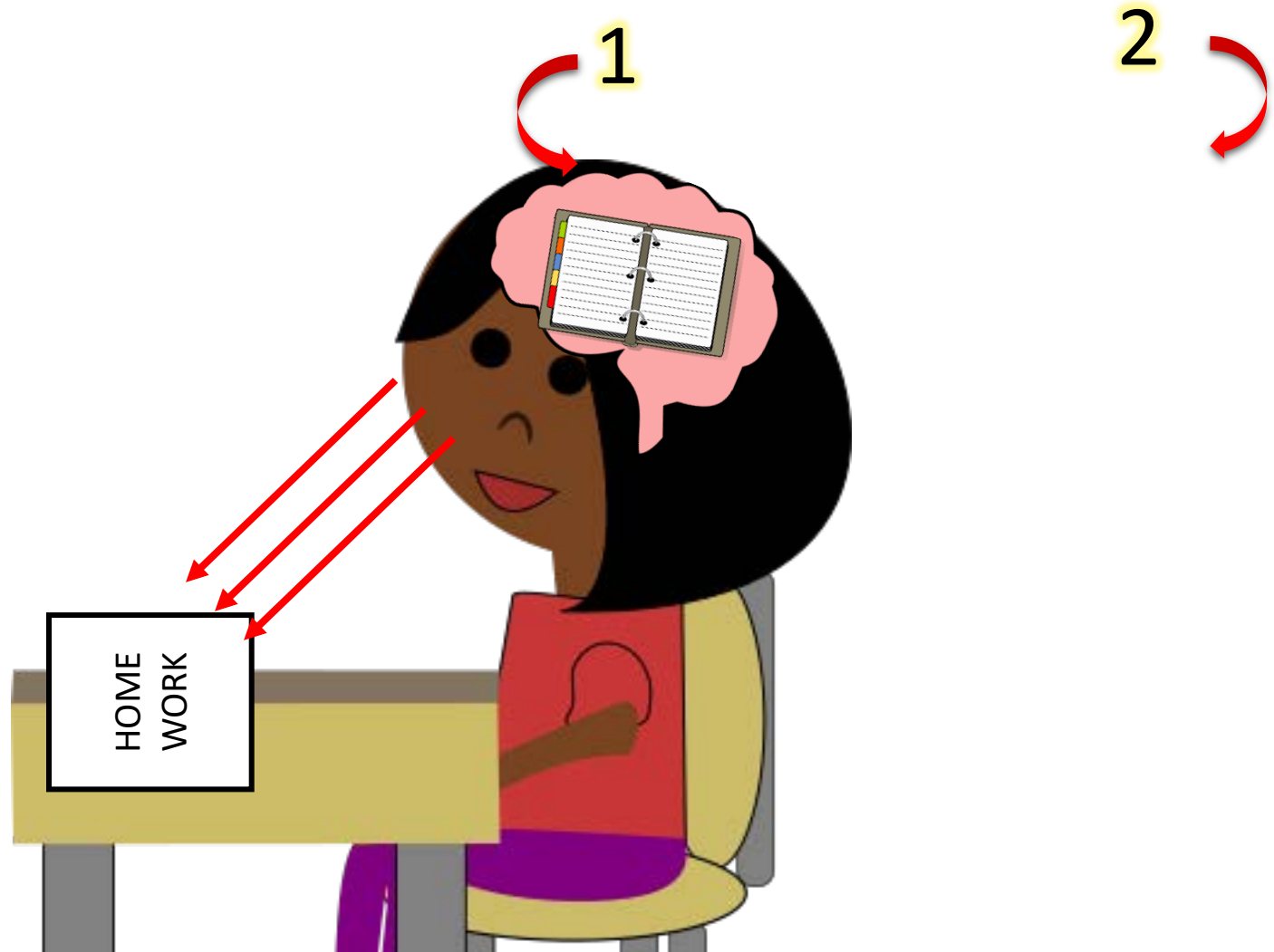
When you have a lot to do and you try to remember it all in your head, it takes up a lot of brain power.

By writing something down on a **to-do list**, you free up brain space so you can focus!

Goal:
Create a Daily
To Do List

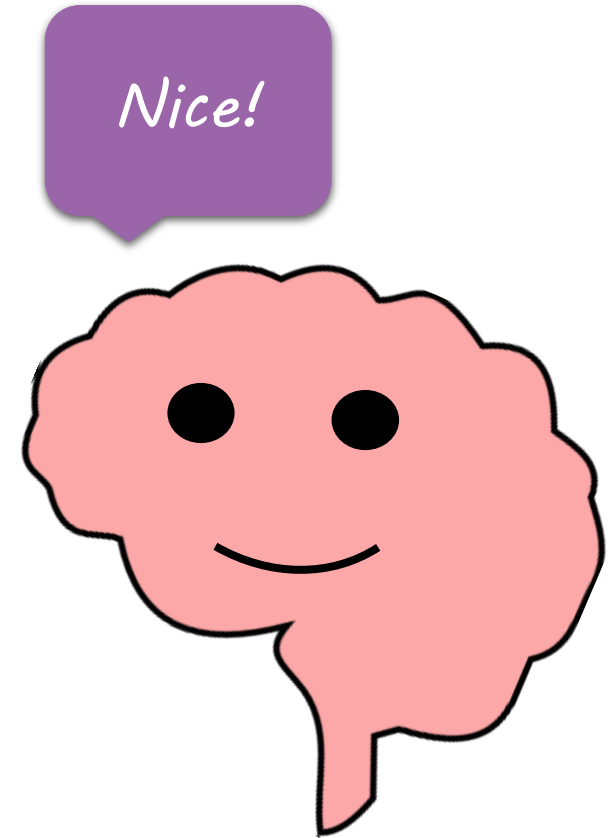


A **to-do list** is like an extension of your brain. It's like you have an **extra** brain to store information, so your actual brain can focus on other things.



After you finish something on your **to-do list** , cross it off!

<i>Monday</i>	<i>Tuesday</i>
<ul style="list-style-type: none">• <i>Walk dog</i>• <i>Do science homework</i>	



This will make your brain happy. Your brain **loves** knowing it's **getting things done**.

How will you teach this to your child?

What
supports
will you
start with?

How will you
Collect Data:

Collect Sheets
Give it a score
Graph it.

Name: _____ Date: _____	
Subject	Assignments
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
	<hr/> <input type="checkbox"/>
Notes:	

This could be
the daily
schedule for
the day.

To-Do List	
Monday <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Tuesday <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Wednesday <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Thursday <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Friday <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Saturday <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sunday <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Notes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>





Do you need incentives? Free Time/ Extra Recess
Next Steps:
When and how will you evaluate how it is going?

Big Projects

Use a graphic organizer to write down the smaller tasks, what materials they will need for each task, and when they will complete them.

HISTORY PROJECT		
Task	Materials Needed	When I'll Complete It
#1 Choose Famous Person	Pen and paper	Monday
#2 Research Person	Books, internet	Wednesday
#3 Write Speech	Paper	Friday
#4 Create Costume	Clothing, hat, wig	Saturday

Use a calendar.

MARCH						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14 6 pm 
15	16	17	18	19	20 My birthday! 	21
22	23	24 Book Report Due 	25	26	27	28 7 pm 
29	30	31				

You can write or draw pictures of fun things coming up and deadlines you need to remember. Get into the routine of checking it first thing when you get home every day. This will strengthen your planning executive function.

Help your child with their
verbal and non-verbal
working memories to help
them plan for future thinking

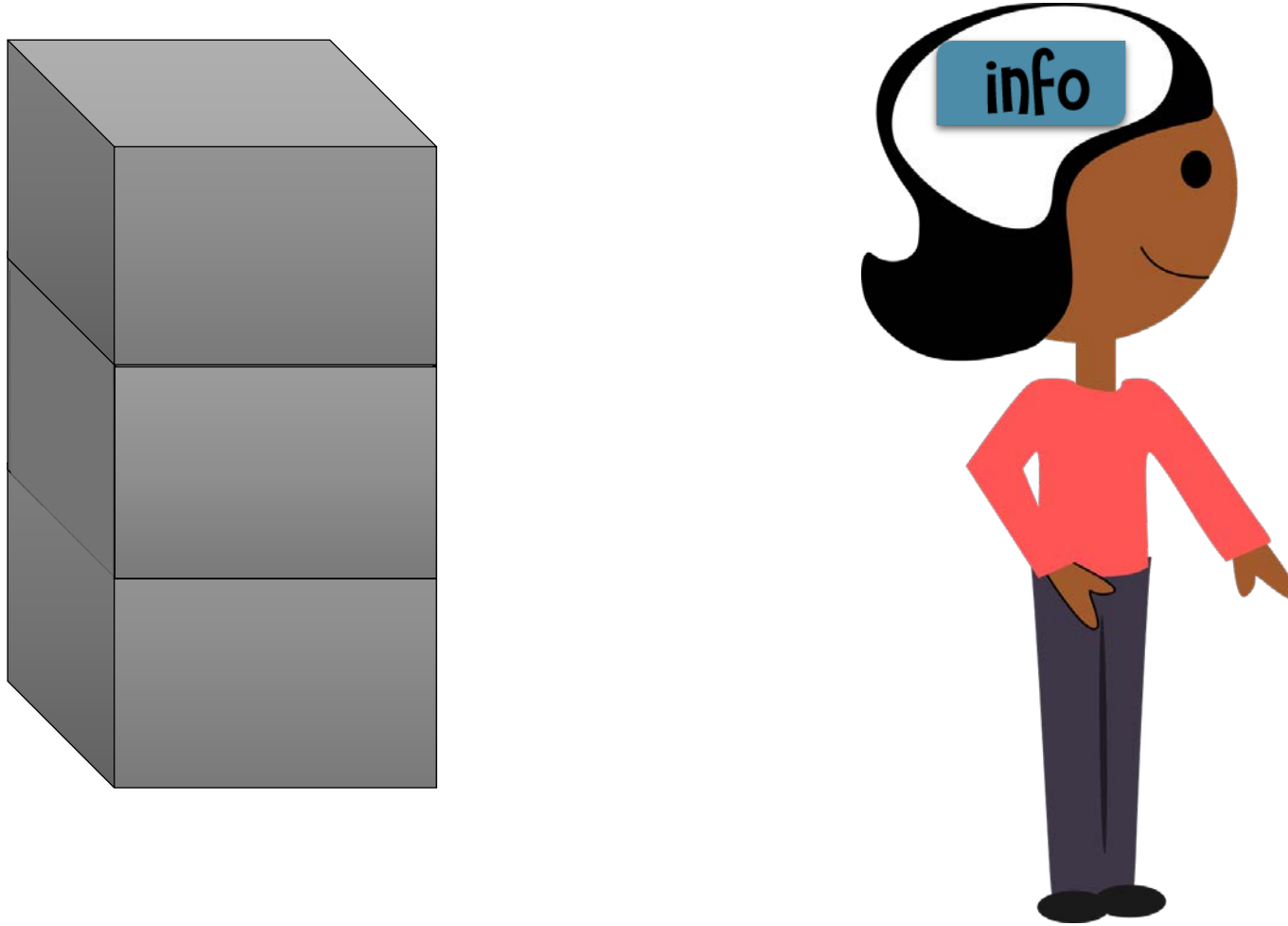
Working Memory: The Why

- Says, “I’ll do it later” and then forgets about it
- Forgets homework assignments or forgets to bring home needed materials
- Loses or misplaces belongings such as coats, mittens, sports equipment, etc....



Your brain needs to remember many things. It stores information it will need later in something called your **memory**.

Some information needs to be remembered for a ***very long time***, so it's stored in a place where your brain can always go back and get it.



You can think of this type of memory storage like a file cabinet. It has a lot of room and your brain can always go to the file cabinet and get what it needs later.

Some information only needs to be remembered for a little while, so it's stored in a different place that holds onto memories for a shorter time.



You can think of this type of memory storage like a backpack. It doesn't have as much space, and it gets emptied out often so more information can be stored.

An example of information kept in this storage place is what you ate for dinner last night.

Do you remember what you had for dinner last night?

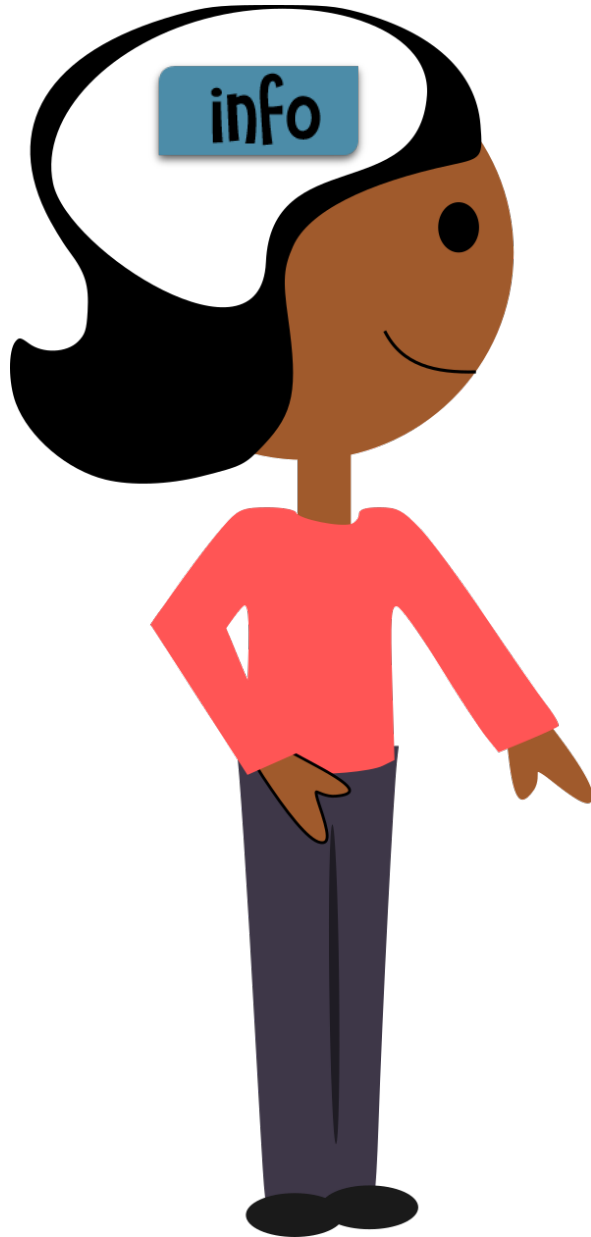


Do you remember what you had for dinner exactly one month ago?



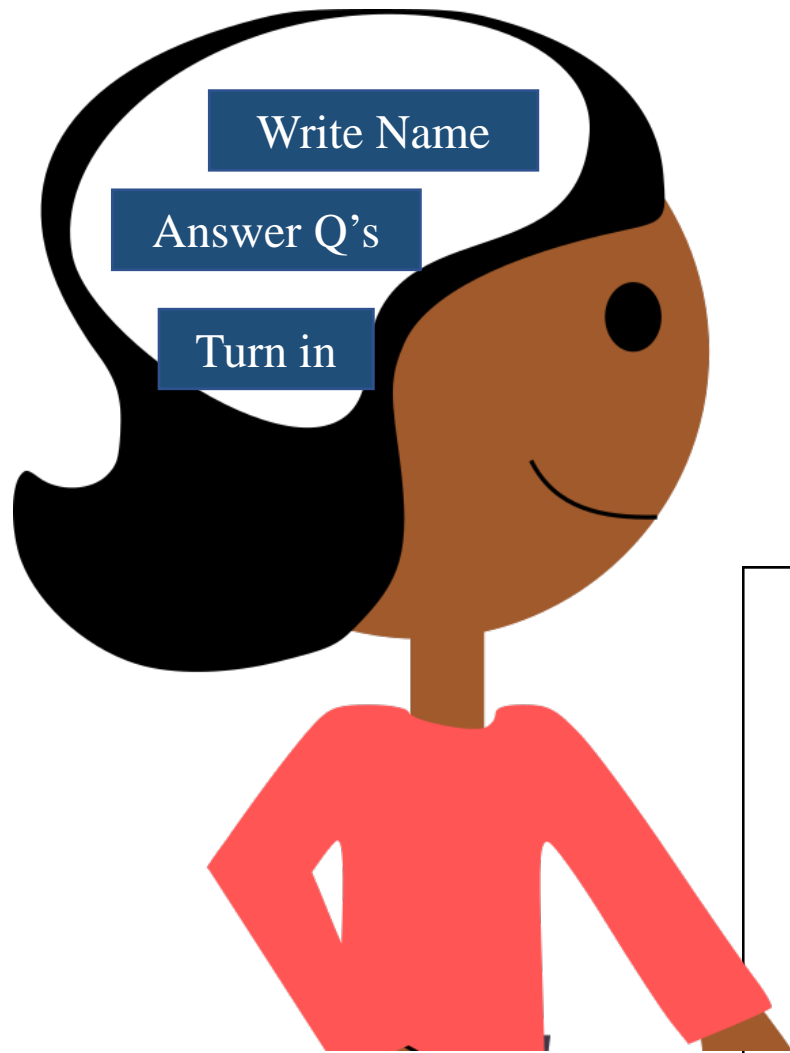
You probably don't remember. That's because your brain only stores this kind of information for a short amount of time, and then empties it out so it has room to store new memories.

Some information is only stored for a *very* short time and it's not put into any type of longer storage. The information is held in your brain for a little bit, and then leaves.



You can think of this type of memory like trying to hold things in your hands. You can only hold on to so much, and if you want to pick something else up, you need to put something down first.

An example of information that is stored in this area is when your teacher gives you directions.
Your brain only holds on to it until you've completed the directions, then it lets it go.



	Emily		
1)	(A)	<input checked="" type="radio"/>	(C)
2)	<input checked="" type="radio"/>	(B)	(C)
3)	(A)	(B)	<input checked="" type="radio"/>

First, write your name. Next
answer the questions. Then
turn it in on my desk.

Do you ever get
distracted and forget
to do something you
need to do?

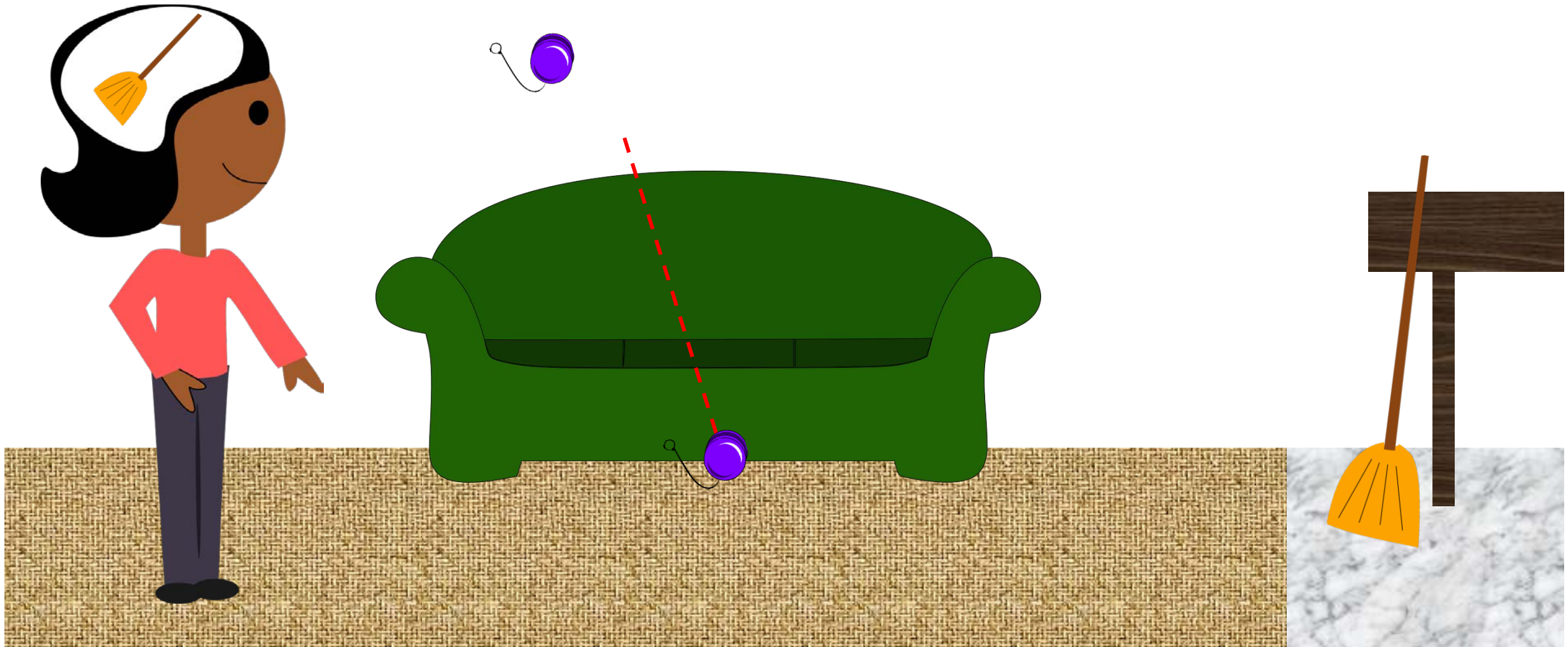
This sometimes happens
when your working memory
is weak



Let's say your mom asks you to **sweep the kitchen**. This information is held in your working memory.

But as you head there, you might notice something under the couch. It's that yo-yo you've been looking for! You pick it up and play with it.

Because your working memory only holds a small amount, you completely forget about sweeping!



Your **working memory** has two big limitations.

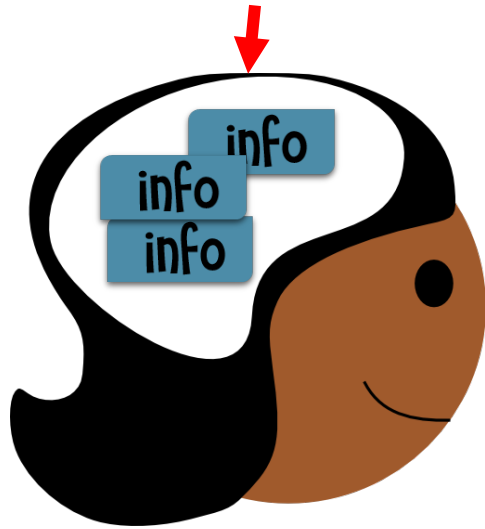
#1

It can only hold a small amount of information.

#2

It can't hold onto the information for very long.

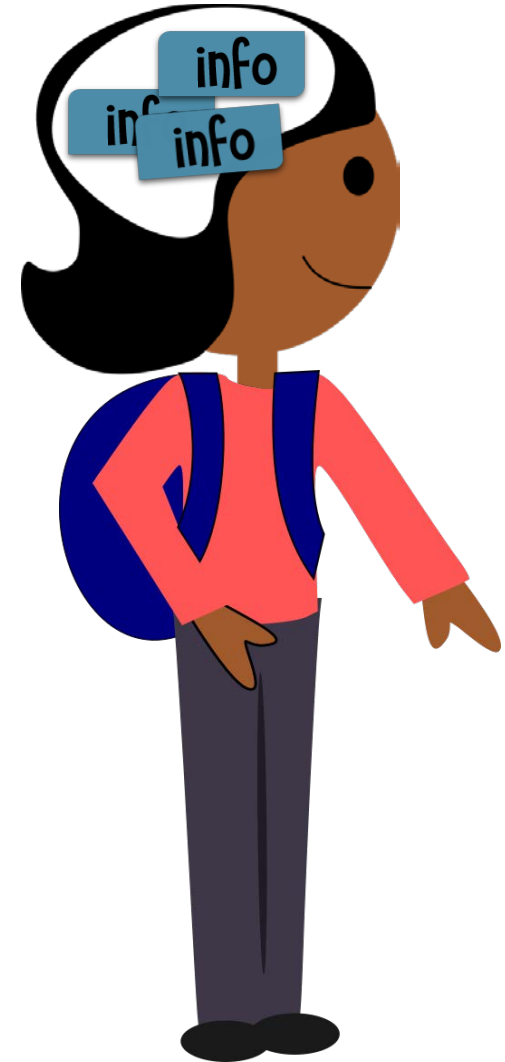
But, you can learn tricks to hold a *little more* information.



Goal: Trick the Brain

Trick 1: Say it, Visualize it, Write it

And you can learn tricks to keep the information longer.



Say it

Instead of only listening,
say out loud what you
need to do or remember.

It's best if you say it using your own words instead of
just repeating something without thinking about
what you're saying.

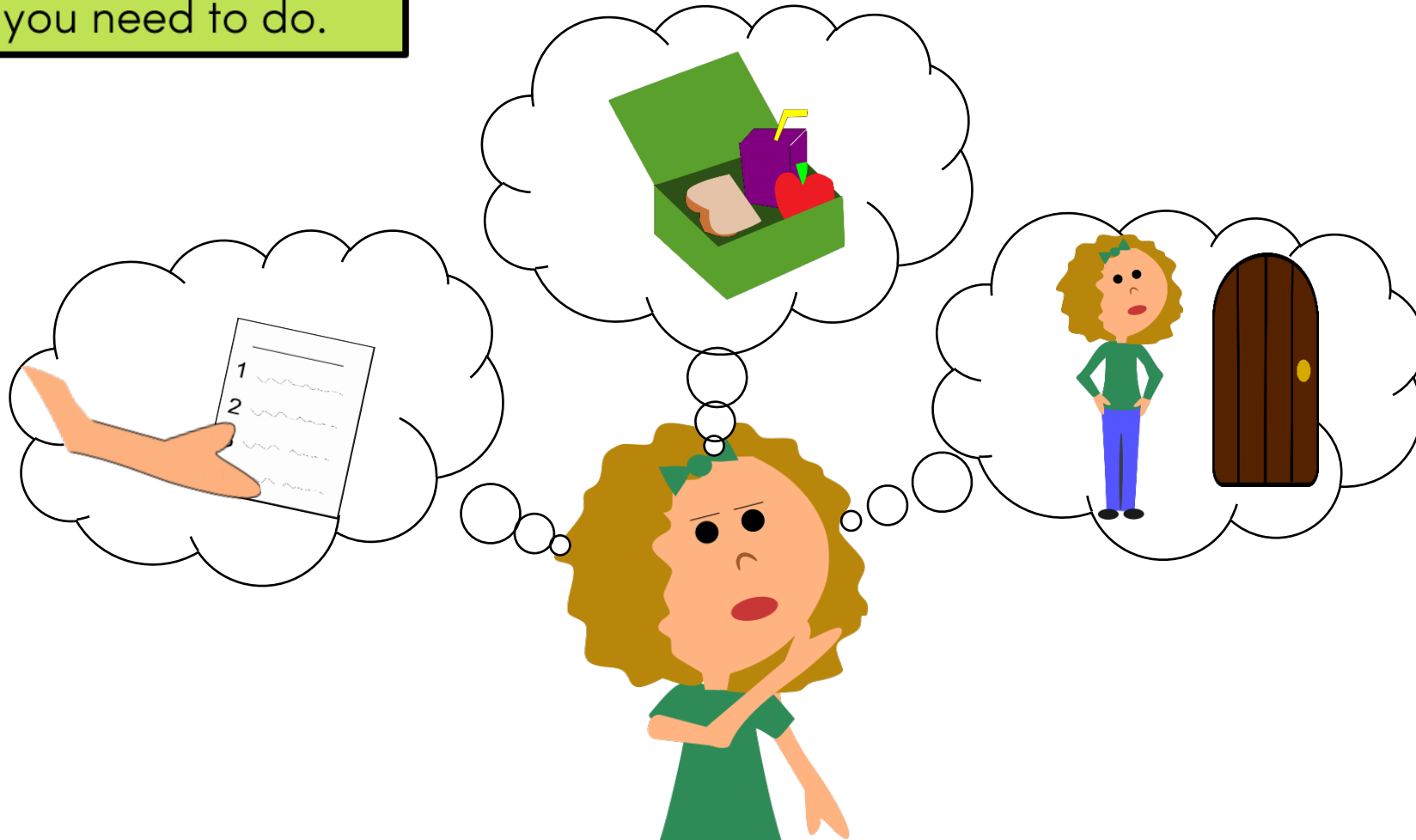


Does your teacher ever have you repeat or paraphrase something so you'll remember it?

Visualize it

Picture yourself doing what you need to do.

Let's pretend your teacher asked you to turn in your paper, get your lunch, and line up at the door. Now imagine yourself doing each of these steps.



Visualizing helps you remember longer, and it can be fun!

Write it

Write down what you need to remember.

Writing something down helps you remember something longer and frees up space in your brain!

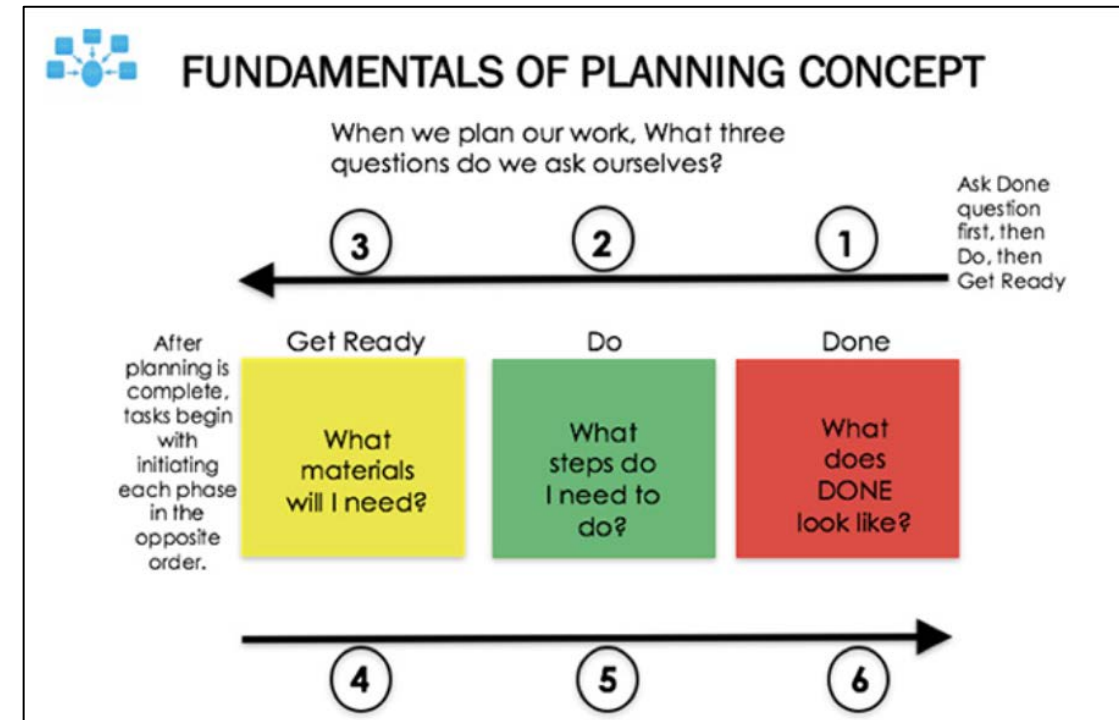


Science project due Friday

Future Thinking: Trick 2

Executive Function skills involve
looking into the future.
It includes...

- the ability to make an image in the future (what does “done” look like?) Picture you being done!
- seeing your own movement in that future (This is imagining the “do” as part of that future) manage your emotions – 1 step at a time.
- Find the resources you need and then get to it.



From Speech and Language Pathologists Sara Ward and Kristen Jacobsen, 360 Thinking: Executive Function Skills During Online Teaching and Learning – a webinar

Get Ready

- ☐ Chrome Book
- ☐ Biography



- ☐ Worksheets
 - Bookmark
 - Web Organizer
 - grading rubric
- ☐ pencil

Do

- ☐ Select Biography
- ☐ Read
- ☐ Fill out Vocabulary Bookmark
- ☐ Take Notes on Web organizer



Done

Get Done

- ☐ Use grading rubric to check your work
- ☐ Share: Google Classroom

Get Ready



How will you teach this?

What supports will you use?

Data: I used the cues Yes/ No

How successful did you feel?

Find the Learning Goal	
What are the Criteria for Success? Let's do this!	
What materials do you need?	

Let's Do This!

Take Notes



Choose an Executive Functioning Skill:

Create a Goal:



Think about your plan



Don't forget the Why



It's Done



- I will be able to describe what executive functions are.
- I will see the importance of growing executive function skills in my child
- I will have at least one concrete takeaway to help my child.

Do you need incentives? Sticker/ Free Time

Next Steps:

When and how will you evaluate how it is going?



Help your child visualize the
passage of **time**

Consider a Student's Time Horizon and the Impact It May Have on Their Learning

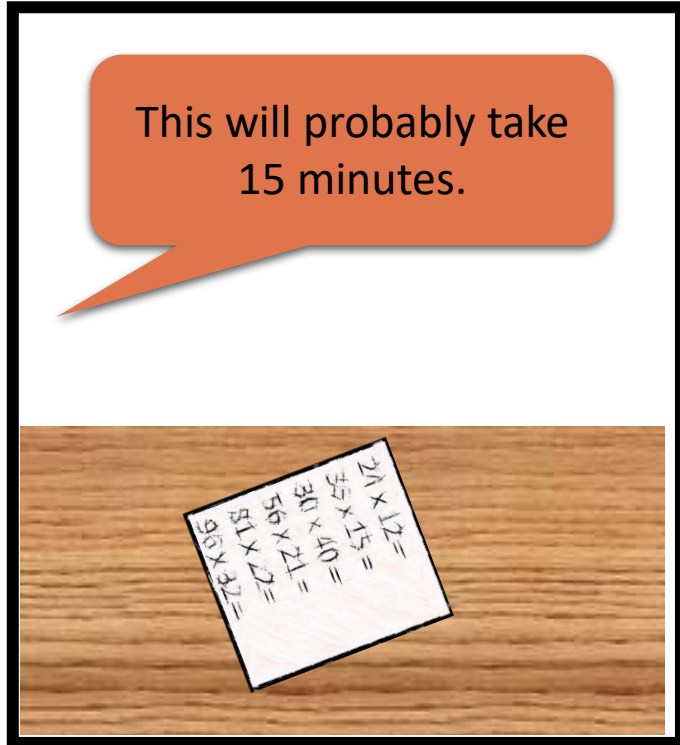
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- Has a hard time estimating how long it takes to do something (such as an assignment)
- Often doesn't finish work on time –rushes to get it done
- Slow getting ready for things (appointments, school, changing subjects)

Estimating how long something will take.



The Why

TIME MANAGEMENT skills can help you with things like:

Deciding what you have time to do.



Choosing what things are most important when you don't have enough time to do everything.



When you're young, you can rely on adults to help you manage your time.

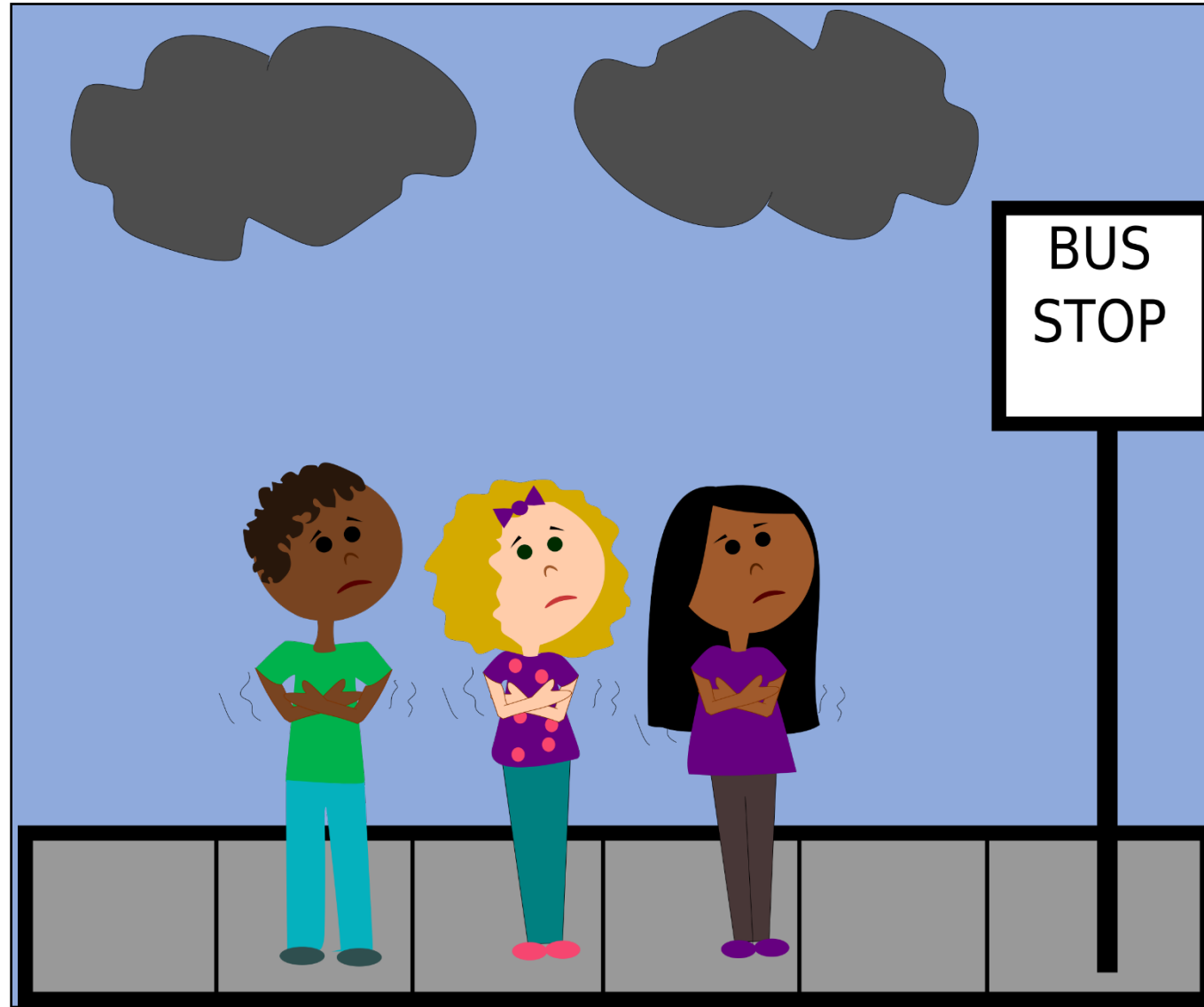


But as you get older, you'll need to learn these skills for yourself.

What do you think would happen if NO ONE had time management skills?



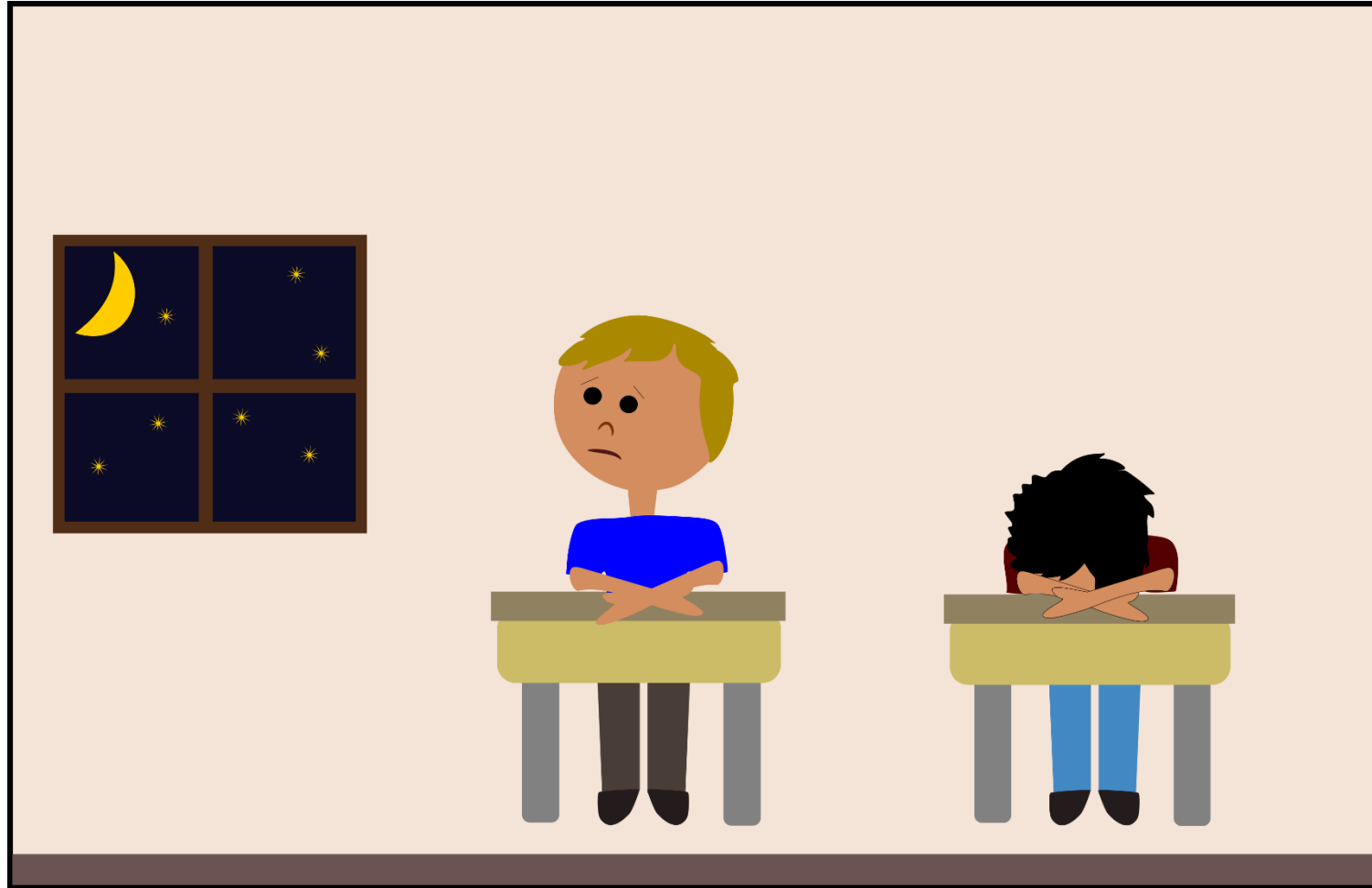
You might have to wait hours at the bus stop because the bus driver lost track of time.

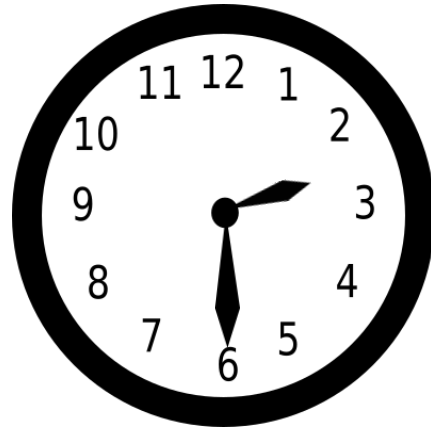
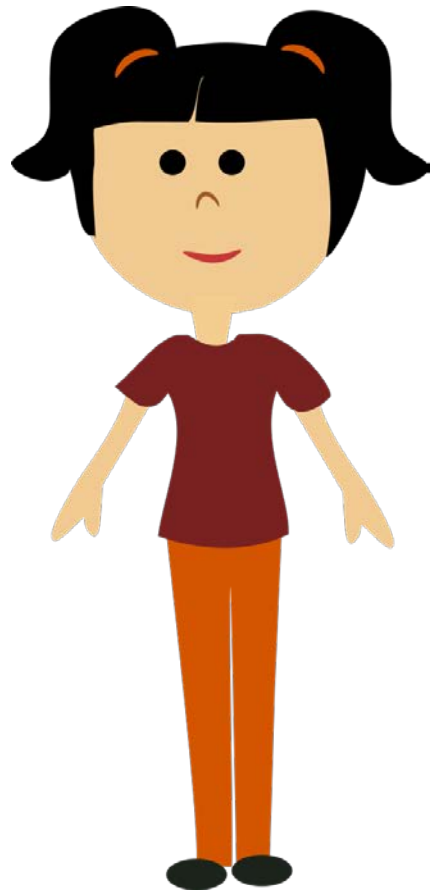


Or you might get dropped off way too early for a party because your parent wasn't good at estimating how long it would take to get there.



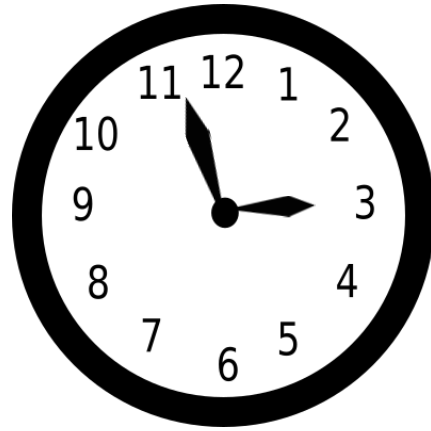
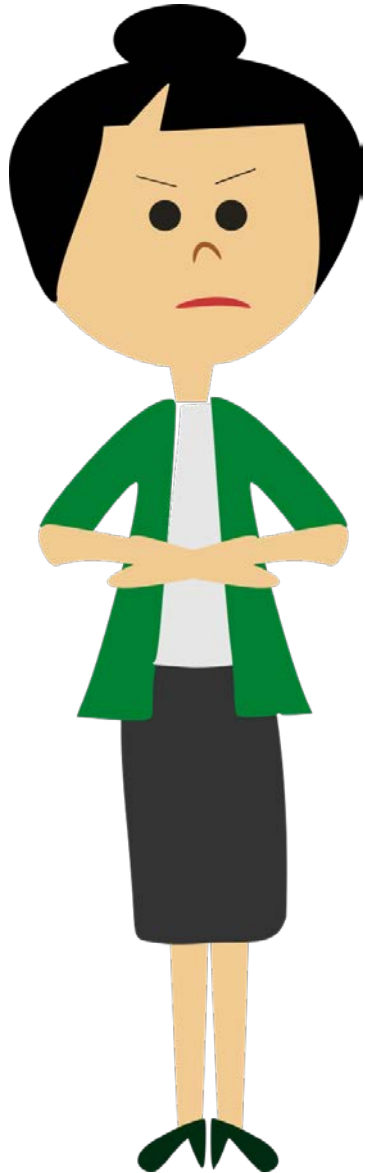
A lesson might go too long and you'd get out late from school because your teacher didn't plan how long the lesson would take.





Gloria was watching a movie when her mom came to tell her she needed to be dressed and ready to go to her cousin's wedding by 3:00.

She kept watching the movie and waited until just a couple minutes before 3:00 to start getting ready. She thought it wouldn't take long.

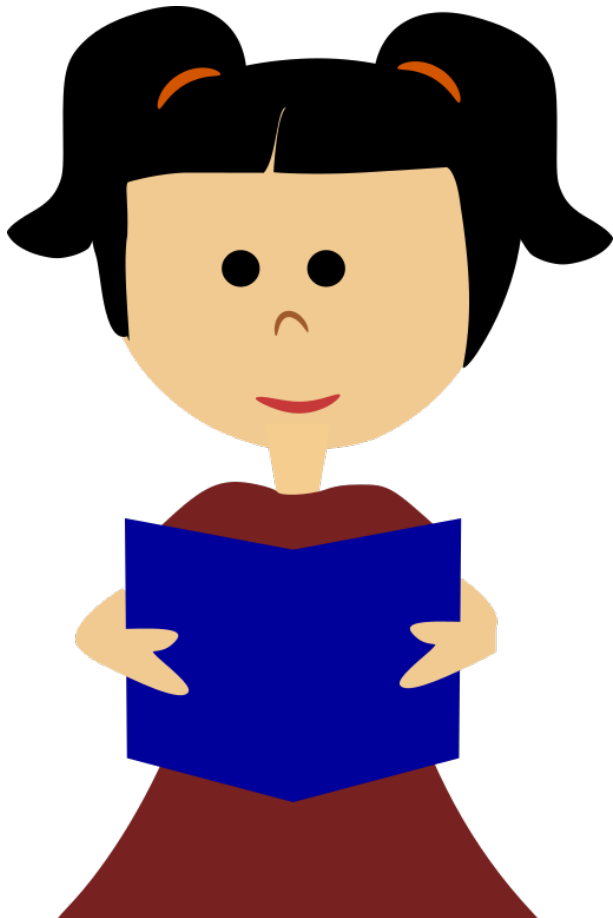


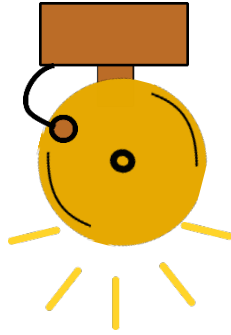
Gloria was watching a movie when her mom came to tell her she needed to be dressed and ready to go to her cousin's wedding by 3:00.

She kept watching the movie and waited until just a couple minutes before 3:00 to start getting ready. She thought it wouldn't take long.

It ended up taking her 15 minutes to get dressed, use the restroom, brush her hair, and get her shoes on. By then they were late.

That evening, Gloria was reading a great book and she didn't want to stop. She knew she had homework due the next day, though, so she quickly looked it over. She thought it would only take a few minutes, so she decided to just do it right when she got to school in the morning before the bell rang.





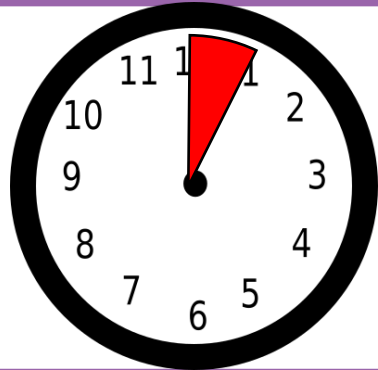
That evening, Gloria was reading a great book and she didn't want to stop. She knew she had homework due the next day, though, so she quickly looked it over. She thought it would only take a few minutes, so she decided to just do it right when she got to school in the morning before the bell rang.

She started right when she got to school, but she was only able to finish 2 problems before the bell rang. She still had 18 problems left when the teacher asked for everyone to turn in their homework!

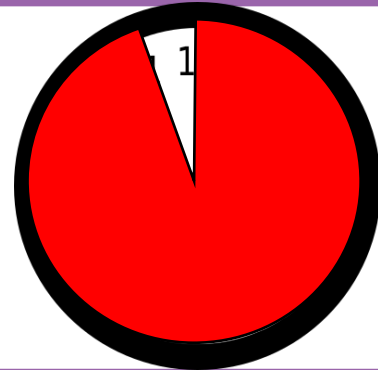
The first part of time management is learning how to estimate how long things will take.

At first it will be hard, but with practice you'll get better!

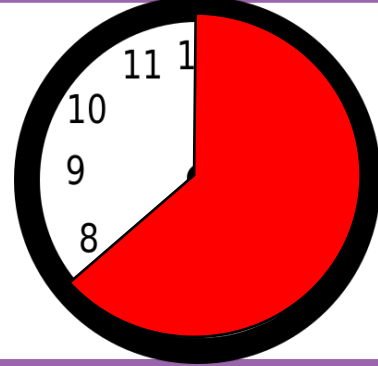
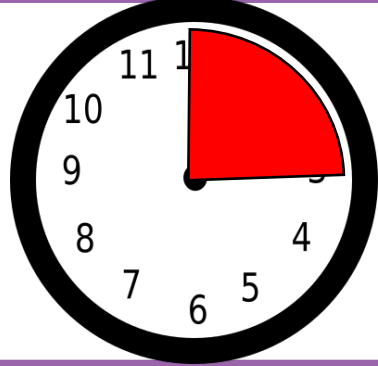
1st Try



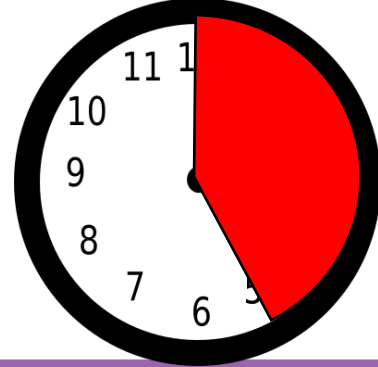
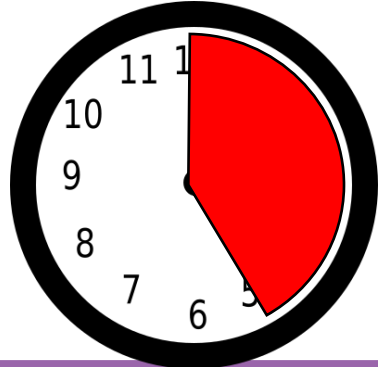
Actual Time



With some
practice



With a lot
of practice



Goal:
Estimate
the time it
will take to
do certain
Tasks.

Digital vs. Analog

Students who struggle with executive functioning skills need help VISUALIZING the passage of time. Which type of clock do you think BEST shows the passage of time?



A digital clock only gives us one view of time – the immediate present



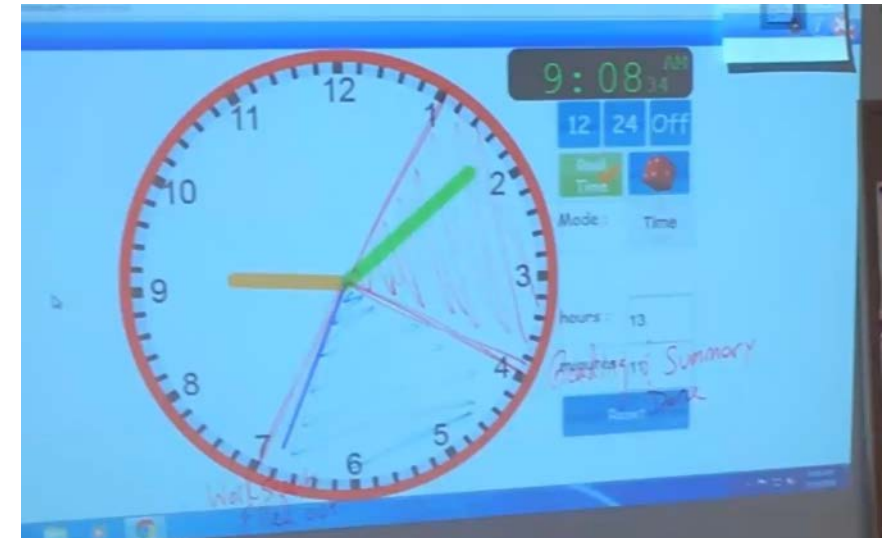
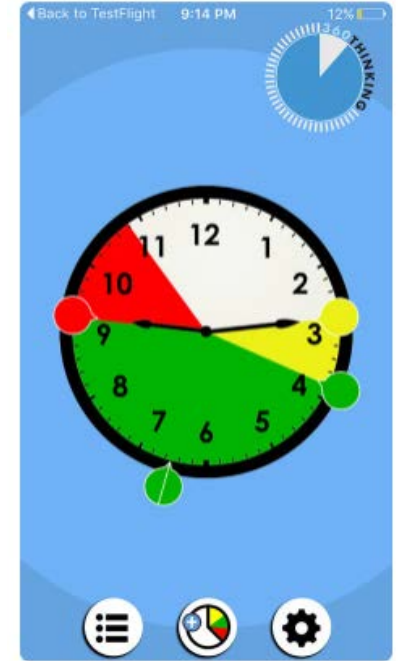
An analog clock gives us three views of time

1. It shows us the past – How long have I been working?
2. It shows us the present – What time is it?
3. It shows us the future – How much longer before this meeting is over?

How will You teach this?

What Supports will you give?

- Display an analog clock – color in the chunk of time for working on a task
- Model this for students and encourage them to use their own clock – they can even print out an analogy clock image, put it in a sheet protector, and use a dry erase marker to shade in the chunk of time
- 360 Thinking offers an app for this exact purpose (it does cost \$2.99 though)
- Avoid using digital countdown timers – this can often cause more anxiety
- Optional: Click [HERE](#) for a video explanation



Help students reflect on the amount of time it took them to complete a task

- **Collect Data:** Provide students with a time frame for which it should take them to complete a task or have them estimate how long they think it should take. Record it.
 - Say “20-30 minutes” (this is more concrete and provides a better visual)
 - Do not say “~20 minutes”
- Then, reflect when they finish a task: **Analyze the Data**
 - If you finished under the time frame, ask yourself these questions – did you double-check your work? Did you proofread? Did you complete all the necessary steps? Are you proud of the work you completed?
 - If it took you longer than the time frame, ask yourself these questions – What impacted the amount of time it took you to complete the task? What the content and/or task difficult to understand? Did you need help from a teacher, parent, sibling, etc? Were you distracted? Depending on your answers to these questions, **what should you do next?**

Working on Executive Function in School



- Share your concern
- Agree on a simple goal
- Collect data/ Share
- Analyze
- Should we continue?
- Change it ? Fade it?
- If not working....
- Schedule a screening

03

**Let's reflect on our
learning today**

Get Ready



Let's Do This!

Take Notes



Choose an Executive Functioning Skill:

Create a Goal:



Think about your plan



Don't forget the **Why**



It's Done



- I will be able to describe what executive functions are.
- I will see the importance of growing executive function skills in my child
- I will have at least one concrete takeaway to help my child.