


EXECUTIVE FUNCTION TOOLKIT
MADSEC FALL 2015
Diane Jackson (contact info - last slide)

STAFF AND STUDENTS
needing help with EF

- EF = Planning, organizing, initiating tasks....
- EF = Allows you to take action and evaluate your results
- We can improve EF skills with practice

It starts here - with us !



Planning cannot be successful
without a goal

- Did you provide a goal ?
- Do you have a sense of what you want the final product to look like ?
- Is there a sample that can be shared ?

Something 'new' is our goal . . .

- How flexible are you ?
- Do participants (students or staff) have the opportunity to stray from your model or are there boundaries, guidelines, criteria to be met? Don't set them up to disappoint you !
- Are there limitations of size, length, materials, cost, and/or timelines that might limit flexibility ?

I have ideas but
I have not started

- Create a start time - it gives you permission to GO ! "At 10:05 AM I will start writing..."
- Create a breaking point - it gives you a target that is close ! "Once I create 5 slides..."
- Write 3 ideas - then reflect ! Plausible, Lousy, All Consuming? Does one seem like a better starting point ? Do you have materials to move to another step in the plan ?

+ Sustaining attention requires

- Time
- Materials
- Resources
- Cooperative location
- Checklists help sustain momentum – they are our own 'rewards' – the power of checking off steps can be very helpful!

+ Success requires...

- Time – Does the person or group know how much time it will take?
- Materials + Resources – Are they gathered or accessible; is it clear what is needed
- Cooperative Location – Does the time needed fit the workspace availability?
- Checklists – Has someone done this task before? Don't reinvent – work from a model whenever possible.

+ What does 'DONE' look like?

- Help your staff and students (and maybe yourself) think about the final outcome.
 - Two-sided form
 - Three illustrations
 - One sentence description for each term
 - Unit consisting of 4 lessons
- Some stray from the goal or do not see a target ... can you provide that information?

+ Start small if you have significant changes to make

- "I have to clean my office" is more likely accomplished if I
 - Break this into *smaller chunks*
 - Pick a *category* to pick up (papers, books, desktop on computer...)
 - Set a *time limit* perhaps - I will work on this until the timer goes off OR I will work from 12:30 – 12:35 each day clean up OR I will find 5 things that need to be put away or thrown away

+ LOOK! Is it BETTER? Is there someone who can give you feedback?

- I like what you have done with this form
- Your table area looks so much better with books cleared off that space
- "I" vs. "you"
- "We" is pretty powerful -- "we" can contribute much more

+ Truly too much to do or overwhelmed –staff or student

- Listen
- Reflect – you are sharing that all these deadlines are making you nervous – is that a fair conclusion?
- Open ended questions – What ideas have you come up with at this point?
- Let's plan to (meet to work on this tomorrow at 2, each jot down the project name and when it is due...)

+ **Is it really due tomorrow ?**

- Some deadlines are real and have to be adhered to for the task to be successful.
Example: parents coming at 2 PM to review forms
- Some deadlines are proposed but can wait.
Example: You volunteered to bring bottles and cans to the donation center
- Do **YOU** Need to do it?
- Parents = yes Bottles = can you delegate ?
- Students = which teachers are likely to allow an extension

+ **BOOKS to HELP !**

- Read reviews of texts to get a sense of what they are used for regarding EF
- Some are helping you do research
- Others are aimed for elementary settings
- One is geared towards autism
- One is primarily a yearly planner with **MANY** pages repeated for writing on as you would find in a date book.

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- Summer graduate course in Exec. Function - **ONLINE** Summer 2016 through the University of Maine, flexible, gain an understanding of the foundations, work on a project to benefit your classroom and students... Be better prepared for fall !

<http://umaine.edu/graduate/apply/online-app-intro/>

- **Diane Jackson, EdD**
- **University of Maine 207-581-2401**
- diane.jackson@umit.maine.edu



- 1. Executive Function in the Classroom: Practical Strategies for Improving Performance and Enhancing Skills for All Students** 1st Edition
by Christopher Kaufman Ph.D.
- 2. Promoting Executive Function in the Classroom (What Works for Special-Needs Learners)** 1st Edition
by Lynn Meltzer PhD
- 3. Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential** Paperback
- 4. The Executive Functioning Workbook for Teens: Help for Unprepared, Late, and Scattered Teens** by Hanson (shoes on cover)
- 5. Executive Functioning Workbook**
by Melissa Mullin Ph.D and Karen Fried Psy.D (people on cover)
- 6. The Work-Smart Academic Planner: Write It Down, Get It Done**
by Peg Dawson EdD , Richard Guare PhD
- 7. Essentials of Executive Functions Assessment**
by George McCloskey
- 8. Assessment and Intervention for Executive Function Difficulties (School-Based Practice in Action)**
by George McCloskey and Lisa A. Perkins
- 9. Handbook of Executive Functioning**
by Sam Goldstein and Jack A. Naglieri
- 10. Helping Children Learn: Intervention Handouts for Use in School and at Home [With CDROM] [HELPING CHILDREN LEARN...]** by Naglieri, Jack A. (Author) ; Pickering, Eric B. (Author); Otero, Tulio M. (Translator)

11. Boosting Executive Skills in the Classroom: A Practical Guide for Educators Jan 14, 2013

by Joyce Cooper-Kahn and Margaret Foster

12. Coaching Students with Executive Skills Deficits (Guilford Practical Intervention in Schools)

by Peg Dawson and Richard Guare

13. School Made Easier: A Kid's Guide to Study Strategies and Anxiety-Busting Tools Aug 15, 2013

by Wendy L. Moss PhD and Robin Deluca-Acconi LCSW

14. Solving Executive Function Challenges: Simple Ways to Get Kids with Autism Unstuck and on Target May 5, 2014

by Lauren Kenworthy Ph.D. and Laura Anthony Ph.D.

