## **Executive Function Skills**

## **Warning Signs**

## **Advocacy Script**

# **Teacher Support/ Accommodation**

#### **Time Management**



- Assignments are not completed in a timely manner.
- Deadlines are not met.
- Work starts to pile up.

"Can I get another day on this assignment?"

"When can I have time to work on this?"

"How much time do you recommend I spend on this?"

"Can you give me a warning when I am running out of time?

- Allow student some extra time to complete assignment.
- Help student fill out an Assignment Breakdown sheet to accurately estimate time and set completion dates.
- Verbally and visually track time with student by giving him a time frame to work within and reminding him when he should be halfway through his assignment.

#### **Organization**



- Assignments are lost frequently.
- Binders and backpacks are disorganized.
- There is no organization system in place to keep track of work.

"Can I leave my school supplies in a set place in your classroom?"

"Could you remind me when the due date is so I can write it in my planner?"

- Create an organization system for class papers. Create an organization system for class papers using a file or folder to store homework with designated spaces for to do and completed work.
- Designate time every day for planner use in class.
- Remind students to put papers in their designated places when finishing an assignment.

#### **Initiation and Completion**



- Student puts off starting his assignments in class.
- Assignments are turned in incomplete.

"Could you give me some bullet points on what would be a good opening, a good middle and a good end?" "I don't know how to do this assignment."

"I don't want to do this assignment because..."

- Set a ten minute timer for student to work on an assignment that he is procrastinating.
- Break instructions down into short concrete steps and write them on the board.
- Redirect student to the steps as he gets stuck.
- Use the "Tricky Glasses" tool to help student intrinsicly motivate himself.

#### **Attention**



- Student is distracting others.
- Student is being distracted by others.
- Student is not participating in in-class discussions.

""Would you allow me to use my fidget object in class?"

"Could you allow me to take brief breaks when I am distracted?"

"Will you let me stretch and walk around the classroom?"

- Have student sit closer to teacher or away from distraction.
- Ask student to make eye contact or face you.
- Gently touch student on the shoulder to get his attention.
- Ask student clarifying questions.
- Have student step outside classroom to do a quick exercise.
- Use interactive lessons that require motor skills and multi-sensory stimulation.

#### Metacognition



- Student lacks self-awareness.
- Student continually gets stuck but does not know why.
- Student doesn't advocate needs.

"I am unsure what to do on this assignment, can you break it down with me until I feel like I do get it?"

"I'm not sure where I'm struggling, can I explain to you what I do understand and have you help me figure out the rest?"

- Prompt student to advocate his needs/ask for help.
- Point out behaviors and patterns you notice in the moment to help student recognize when he is struggling.
- Have student teach back to you or another student what he understands, when he gets stuck, point out where that is.

#### **Flexibility and Shifting**



- Student argues over assignments.
- Student is unable to see the problem from a different perspective.
- Student is demanding in his requests.
- Student struggles to shift from one activity to another.

"I don't feel like you understand where I am coming from. Could we take turns explaining each of our sides?"

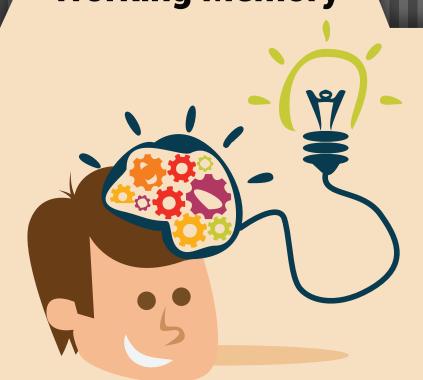
"Could you please explain why you are asking me to do this assignment?"

"Would you please give me a five minute warning before we change activities?"

- Forecast your outline for the class period.
- Forecast upcoming assignments, and transtions.
- Clearly outline verbally and visually your
- expectations and objectives.Have student vocalize his current position and what some of his other
- options are.

  Teach student an internal coping script such as: "I can put this away and finish it later. It's ok that I'm not done yet."

### **Working Memory**



- Student struggles with assignment completion, complex tests, and multiple commitments.
- Student gets lost mid task.

"Could you make this open ended test multiple choice so that I can better recall possible answers?"

Could you give me a study guide so I know what to study for the test?"

- Help students make memorable and personal connections to the material being taught.
- Use daily repetition and reminders for assignments and instructions.
- Use handouts and visuals that have clear instructions and expectations.
- Use large motor movements while teaching.