

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 intrinsically 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.