



1

“Executive function is actually a better predictor of academic success than IQ.”

A bit about me...



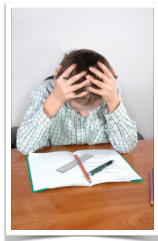
My promise to you...

All our children need strong executive functioning skills for school success and beyond.



6

Many students are struggling to complete and turn in work.



7

Struggling students frustrate parents and teachers.



8

You need knowledge to support successful learners.



9

Focus on the brain to develop the executive functioning skills.



10

Understanding executive functions is key to effectively help your students.



11

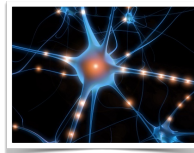
Develop Metacognition to Create Behavior Changes



Teach students WHY and then HOW.

12

The way the brain is wired impacts behavior and learning.



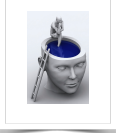
13

There isn't a fixed definition or one test for executive function skills.



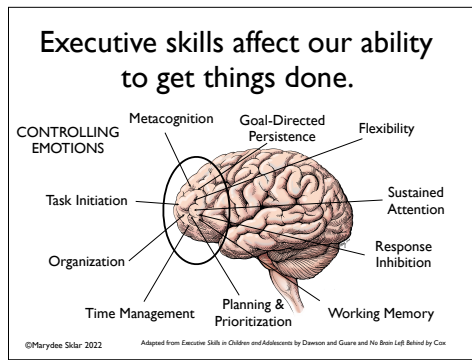
14

Pause and Reflect:

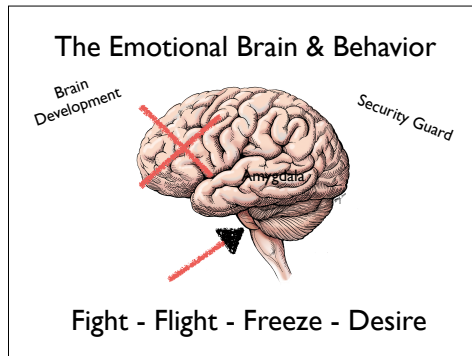


Executive Function Skills			
Based on the model from Executive Skills Training by Daniel Goleman			
Skill	Definition	My Rating 1-5	My Progress 1-5
Attention			
Goal Directed Persistence			
Flexibility			
Control Inhibition			
Response Inhibition			
Working Memory			
Planning & Organization			
Emotional Regulation			
Organization			
Task Initiation			
Managing Emotions			

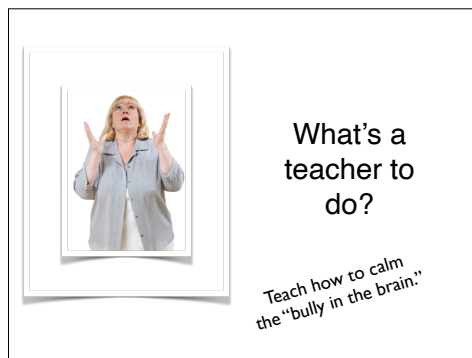
15



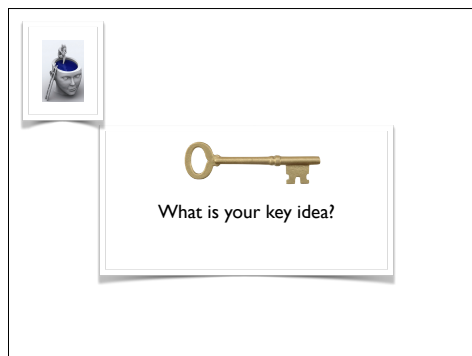
16



17



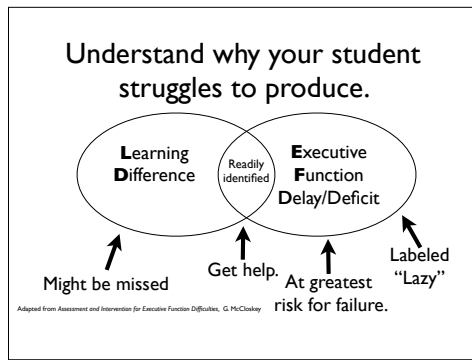
18



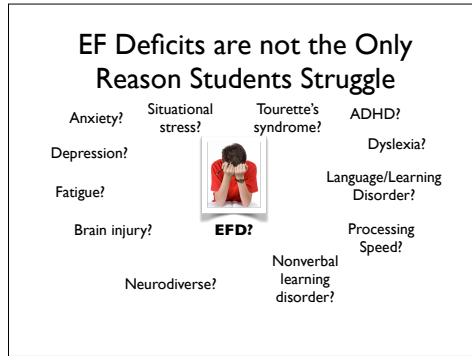
19

- ### The executive skills required for independent seatwork and homework:
- A. Understand directions: *Metacognition*
 - B. Start work on his or her own: *Task Initiation*
 - C. Work despite distractions: *Sustained Attention*
 - D. Ask for help when it is needed: *Metacognition*
 - E. Stick with it long enough to complete it: *Sustained Attention & Goal-Directed Persistence*
 - F. Make careless mistakes or fail to check work: *Metacognition*
 - G. Finish the work on time: *Time Management*
 - H. Remember to turn it in on time: *Working Memory*
- Adapted from Executive Skills in Children and Adolescents by Dawson and Guare

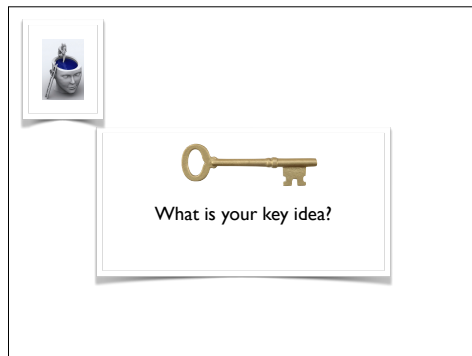
20



21



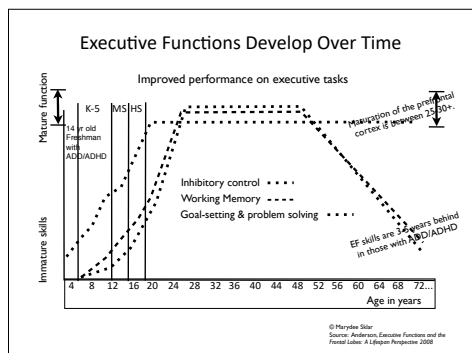
22



23

Executive skills depend upon the age of the brain and genetics.

24



25

The Brain at Rest


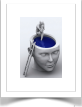
Typically Developing Youth

Youth with ADHD

Children with Autism

Bridges: OHSU School of Medicine Spring 2013


26



What is your key idea?

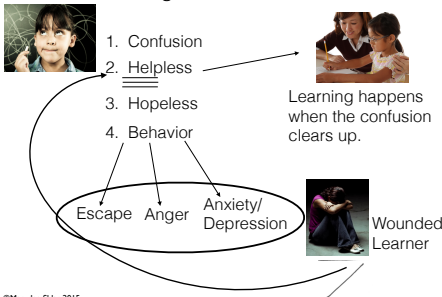
27

Our emotional experience with learning affects our ability to get things done.



28

The Learning and Behavior Connection



1. Confusion

2. Helpless

3. Hopeless

4. Behavior


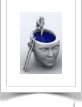
Learning happens when the confusion clears up.

Escape Anger Anxiety/Depression

Wounded Learner

©Marydee Sisker 2015

29



What is your key idea?

30

Make time
concrete
and
visible.



31



Out of Sight, Out of Mind



The brain with
EF weaknesses does
what is in sight!

32

Use visual representations
for time.



One hour



Thirty minutes



Fifteen minutes



Five minutes

33



Be a Time Scientist
Don't guess! Collect data!

Task	My Guess/Estimate	How long it REALLY took
Math		
English		
Empty dishwasher		

Determine the average length of time required for each homework subject.

34

If the brain
can't,
then you have
to use
external
strategies.



35

Analog clocks are needed
wherever you get “lost” in time.



Where do you need
analog clocks?



36

Calendars are Critical for Future Thinking

November 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Project deadlines
and exams

Cross off daily!

37

Timers are Great!

Transitions

Motivation



Break
reminders

Use them carefully.
They can be stressful.

38

How Video Games Hold Attention

1. Make a prediction
2. Achievable chunks
3. Visible reward

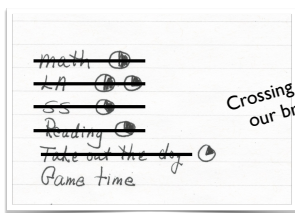


Judy Willis, MD
Ignite Student Learning

Dopamine Reward
System



39

Make a Homework Plan



Crossing off a list makes
our brain feel good!

40



What is your key idea?

41

What is the EF weakness?



How do I support the EF weakness?

42

Support is key to developing executive functioning skills.



Adapt to your student's level of executive function skill development.

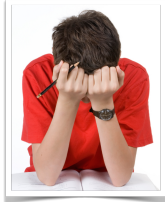
43

Teach Executive Skills:
Little by Little, Over and Over



44

If the brain can't do it internally...

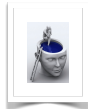


45

...we need to support the brain
with external tools and strategies.

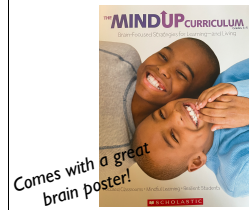


46



What's next?

Set up learning communities
Sign up for online learning



ExecutiveFunctioningSuccess.com

md@efsucces.com

47

Thank you for your time.

Keep in touch.

Books, Presentations, Courses
and Training

Visit:

ExecutiveFunctioningSuccess.com

Contact: md@efsucces.info



48

49
