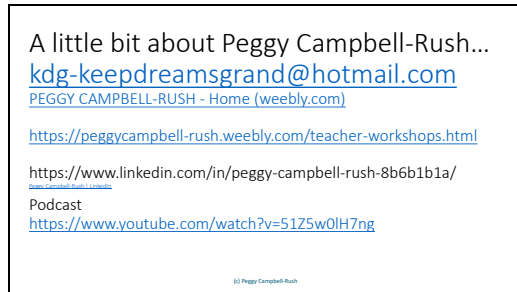


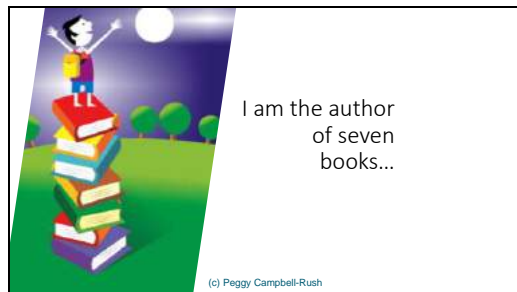
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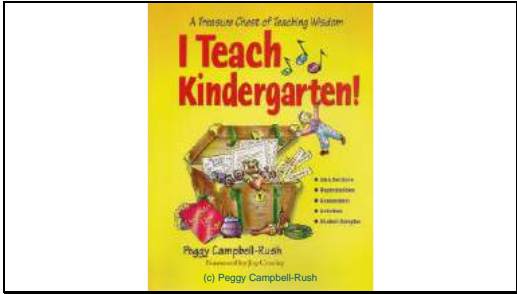
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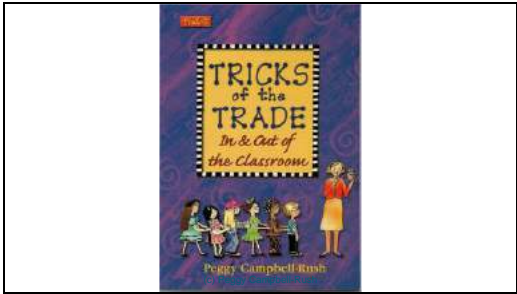
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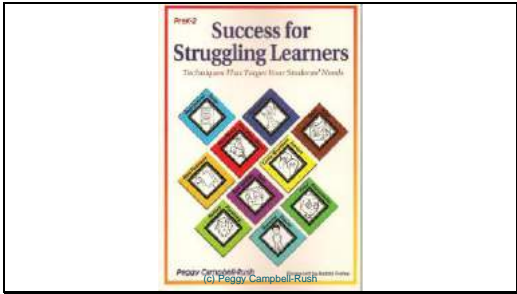
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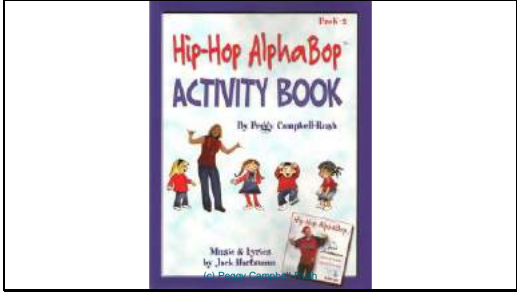
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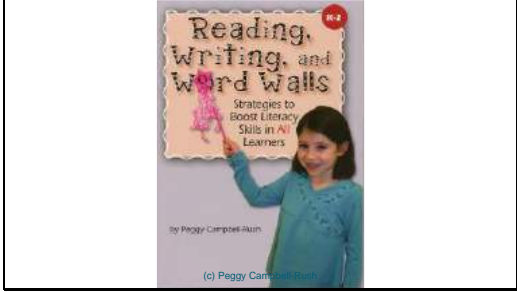
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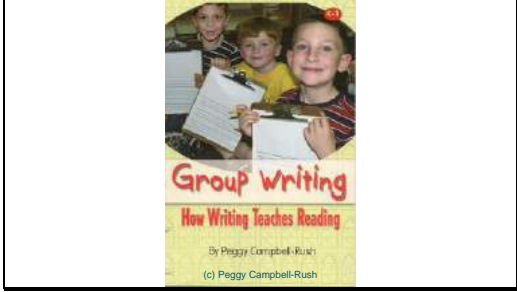
Slide 7



Slide 8




Slide 9



Slide 10



Slide 11



Response Inhibitions

- Acts inappropriately when danger or excitement is perceived (like touching a hot oven or jumping off a high bar)
- Cannot share toys without grabbing
- Cannot wait for short periods of time when instructed by adults

Slide 12

Working Memory

- Cannot do a simple command "Put your backpack away"
- Cannot remember instructions that were just given
- Younger students cannot follow two-step directions with only one prompt
- Older students read directions and promptly forget them

Slide 13

Emotional Control/Self-Regulation

- Cannot recover fairly easily and quickly from disappointment or a change in plans
- Gets physical to solve a problem (like when a child takes a toy away from him/her)
- Cannot play with a group without getting overly active, excited and/or disruptive

Slide 14

- Cannot complete a chore (without supervision and review of directions)
- Cannot sit through circle time (up to 15 minutes)
- Cannot listen to two stories in a row or one longer story (without acting out or major fidgeting)

Slide 15

Task Initiation

- Will not follow an adult directive right after it is given
- Will not stop playing when directed to by the teacher/caregiver
- Cannot get ready for a new activity with only one reminder (start to pack up)


Slide 16

- Cannot finish one task or activity before beginning another
- Not able to follow the plan/directions for an activity
- Cannot complete a simple art project with more than one step

Slide 17

Organization

- Does not hang up and put away belongings
- Does not put toys/supplies in proper places
- Does not clean up after snack or lunch

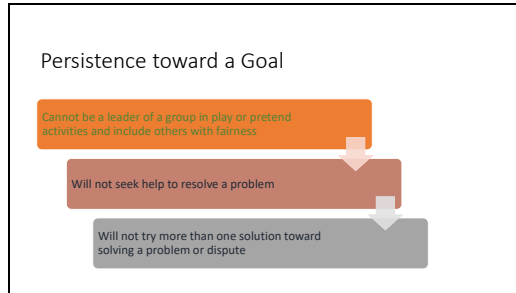


Slide 18

Time Management

- Cannot complete the expected daily routines in the time allotted
- Cannot speed up if necessary to complete a task
- Cannot finish a small chore in the time allotted

Slide 19



Slide 20

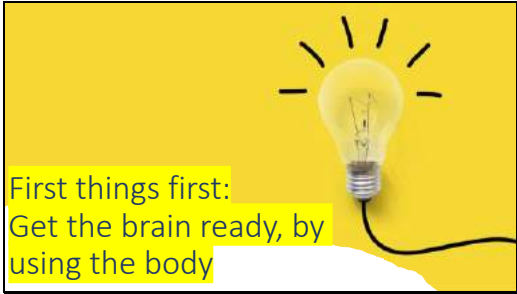
Flexibility

- Not able to adjust to a change in plans or routines
- Does not recover quickly from minor disappoints
- Will not share with others

Slide 21

- Cannot make adjustment in a project of task if needed because the first attempt failed
- Cannot find different ways to use a tool/something available to solve a problem (often called “thinking outside the box”)
- Cannot make suggestions to others about how to fix or redo something

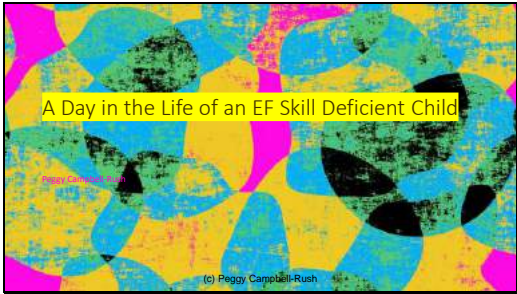
Slide 22



Slide 23



Slide 24



Slide 25

Wake up

- Mom tells you three times to brush your teeth and put on your shoes
- You forget your shoes upstairs
- You have to rush to get them on and grab your backpack for school
- You forget to pack your snack
- **Working Memory**



Slide 26

Ride to School

Mom says to make sure you have everything you need for school

You are stressed and do not tell her about the snack

Hope your teacher has extras

Slide 27

Coming into class

- Cannot complete the 12-step process of getting unpacked, getting supplies ready, storing your backpack and sitting down to the beginning of the day.
- **Task Initiation, working memory, organization, stress**



Slide 28

First activity of the day



GETS LOST IN THOUGHT AND CANNOT REMEMBER DIRECTIONS

SHE/HIS HAS TO BE REDIRECTED AND REMINDED MANY TIMES

Slide 29

Snack, lunch, centers, partner and group work

- Talks too loud to friends
- Cannot share
- Gets frustrated when the "game/activity" does not go her/her way
- Self-regulation, cognitive flexibility




Slide 30


Throughout the day




Your name is called about 100 times already to.



focus.



pay attention.




remember the directions.



stop distracting others.



finish up NOW.



and so on equals STRESS!!!!

Slide 31

He/she has HAD it!!

Loses his/her cool over the littlest thing


Or EVERYTHING!

Self-regulation, cognitive flexibility, focus, attention

Slide 32

Packing up to go home


- Everything is scattered everywhere
- Organization, Memory



Slide 33

Home from School


- Exhausted
- "Hangry" and irritable
- Will not obey mom's directives
- May not eat well
- Motivation



Slide 34

Bedtime

- Exhausted from the stress of the day
- But most likely does not sleep well



Slide 35

The next day

- Rinse and Repeat

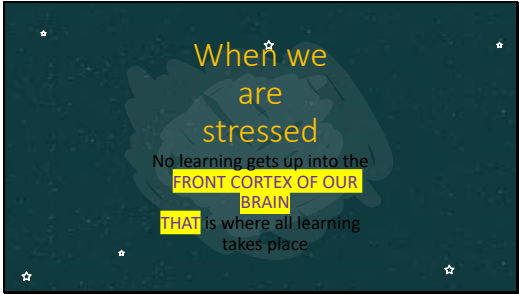


Slide 36

It is exhausting developing new neural pathways

- 50% of all learning problems have to do with confidence
- 90% of these kids will never meet their full potential due to how they feel about themselves

Slide 37



Slide 38



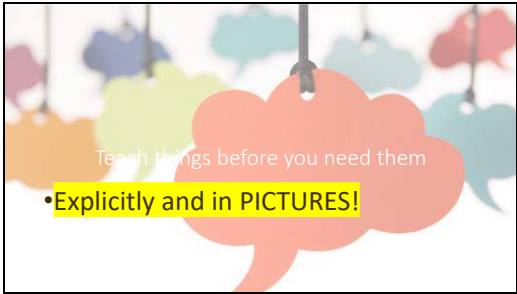
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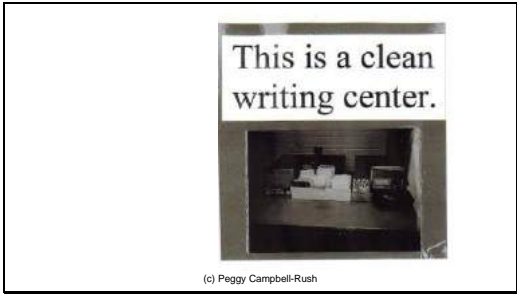
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Slide 41



Slide 42



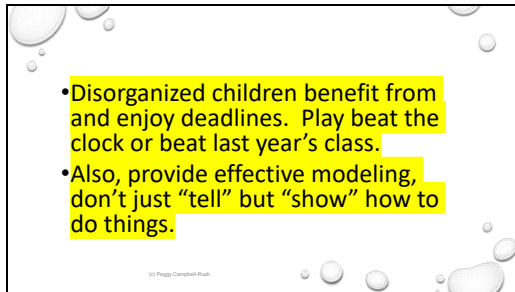
Slide 43






Slide 44



Slide 45




Slide 46

-  Place the seat/desk close to a counter or shelf
-  Provide some baskets or bins for supplies
-  Label and have the child organize them daily

Slide 47



Slide 48



Organization...
right from the
start

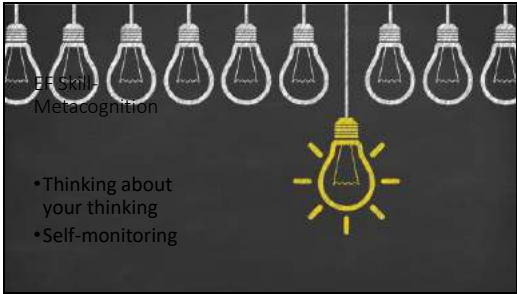
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Slide 49

AGAIN! It is exhausting developing new neural pathways

- 50% of all learning problems have to do with confidence
- 90% of these kids will never meet their full potential due to how they feel about themselves

Slide 50



EF Skill:
Metacognition

- Thinking about your thinking
- Self-monitoring

Slide 51

Negative Experiences

- When a student experiences strong negative emotions
- the limbic system kicks in
- and shuts down cognitive processing
- and it enhances the memory of the negative event in order to support survival

Slide 52

Brain

- The limbic system is for "reflex"
- The cortex is for "reflection"

- The best way to have reflection take place is to break apart,
 - put together,
 - break apart,
 - put together, and on and on

Slide 53

A positive environment and learning experience-

- Will increase endorphins in the blood stream
- Which generates a positive feeling
- Which stimulates the brain's frontal lobe
- Which support memory not only of the learning objective
- But also the positive situation

Slide 54

Stress!!!


- Occurs when the brain is stressed
- It shuts down the processing of what it perceives the low priority information (the lesson)
- And focuses on its high-priority information
- Which is the STRESS

- So the STRESS IS the lesson

Slide 55


The first thing to go in Stress is...?

- FINE MOTOR!!!



Slide 56

Let's talk a bit about the brain and how kids function, learn and behave



(c) Peggy C

Slide 57

The Most Important Brain Change is...

Positive Self-Talk

(c) Peggy Campbell-Rush

Slide 58

How can you use your curriculum to promote...

- Self-confidence



Slide 59



Thank You!

I can be whatever I want to be

I am confident

I am an unstoppable force of nature

I wake up motivated

I'm living my life to the fullest

I feel more grateful each day

I am successful

I am led by my dreams

I am getting healthier every day

Today will be a productive day

I am strong

All I need is within me right now

Slide 60



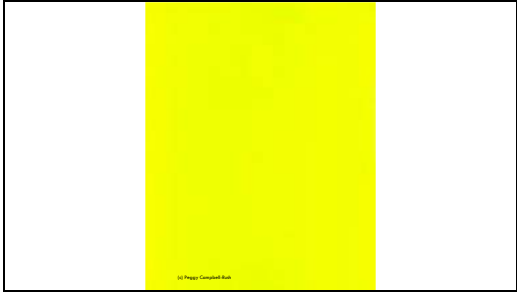
focus

•HELP THE EYES FOCUS...

Slide 61



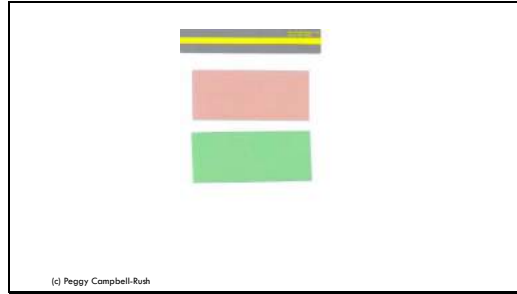
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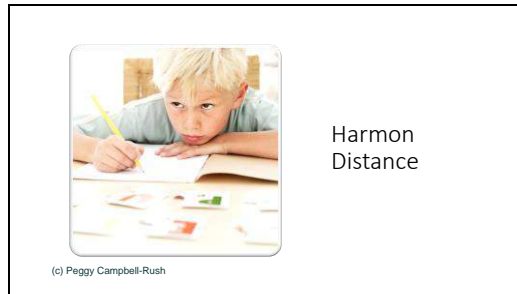
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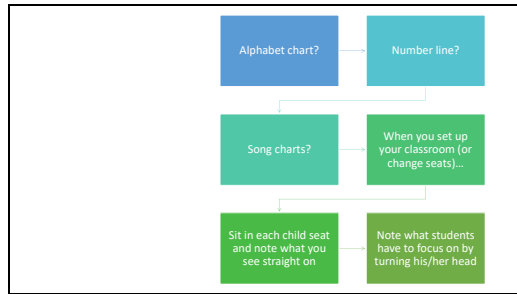
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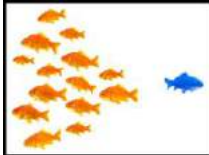


Slide 66



Slide 67

A key thing to remember...



- Is that often it is NOT the learning or EF difference, it is the ANXIETY created by the learning or EF difference

Slide 68

A little bit about Peggy Campbell-Rush...

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Podcast

<https://www.youtube.com/watch?v=51Z5w0IH7ng>

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