



Executive Function Strategies for Reading & Writing

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Session Description:

As students progress through the grades, many academic tasks including reading, writing, and note-taking increasingly rely on the successful use of executive function strategies. To support the learning needs of all students, executive function strategies must be embedded in content area lessons in all classrooms so students understand why and how to use the strategies they need to be successful. Through hands-on activities, attendees will learn easy-to-teach short, engaging, and high impact reading and writing strategies that can be adapted for any content area.

Participants will:

- Understand the connection between executive function and reading and writing
- Learn specific strategies to enhance reading comprehension, writing, and note-taking
- Determine how they can incorporate these reading and writing strategies into their lessons

Further Readings:

Cartwright, K. (2023). *Executive Skills and Reading Comprehension: A Guide for Educators* (2nd ed). New York: Guilford Press.

Graham, S. & Harris, K. (2005). *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*. New York: Brookes Publishing.



Harris, K. & Graham, S. (2007). *Powerful Writing Strategies for All Students*. New York: Brookes Publishing.

Meltzer, L.J. (Ed) (2018). *Executive Function in Education: From Theory to Practice* (2nd ed.). New York: Guilford Press.

Meltzer, L.J. (2015). Teaching Executive Function Processes: Promoting metacognition, strategy use and effort. In Goldstein, S. & Naglieri, S. (Eds.) *Handbook of Executive Functioning* (445-475). New York: Springer.

Meltzer, L.J., Greschler, M., Kurkul, K., Stacey, W., Ross, E., & Snow, E. (2015). SMARTS Executive Function and Mentoring Program, www.smarts-ef.org.

Singer, B. (2017). Writing: Why kids struggle and what to do about it. Architects For Learning. <https://www.architectsforlearning.com/wp-content/uploads/2022/06/Writing-why-kids-struggle.pdf>

Singer, B. & Bashir, A. (1999). What Are Executive Functions and Self-Regulation and What Do They Have to Do with Language-Learning Disorders? *Language, Speech, and Hearing Services in Schools* (ASHA). 30. 265-273. <https://www.architectsforlearning.com/wp-content/uploads/2022/04/Singer-Bashir-1999-EF-SR-and-LLD2.pdf>

Stacey, W., Greschler, M. & Ross, E. (2020). Executive Function and Reading. <https://youtu.be/lgvU1V3TgtM>