

Effective Students

presents

Fostering the Development of Executive Functions Skills in the Classroom

Academic Support Conference

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SERVING & ACCREDITING
INDEPENDENT SCHOOLS



Introduction - Rachael Barron

- Why executive functions?
- Personal & Professional Experience
- Effective Students today



Questions?



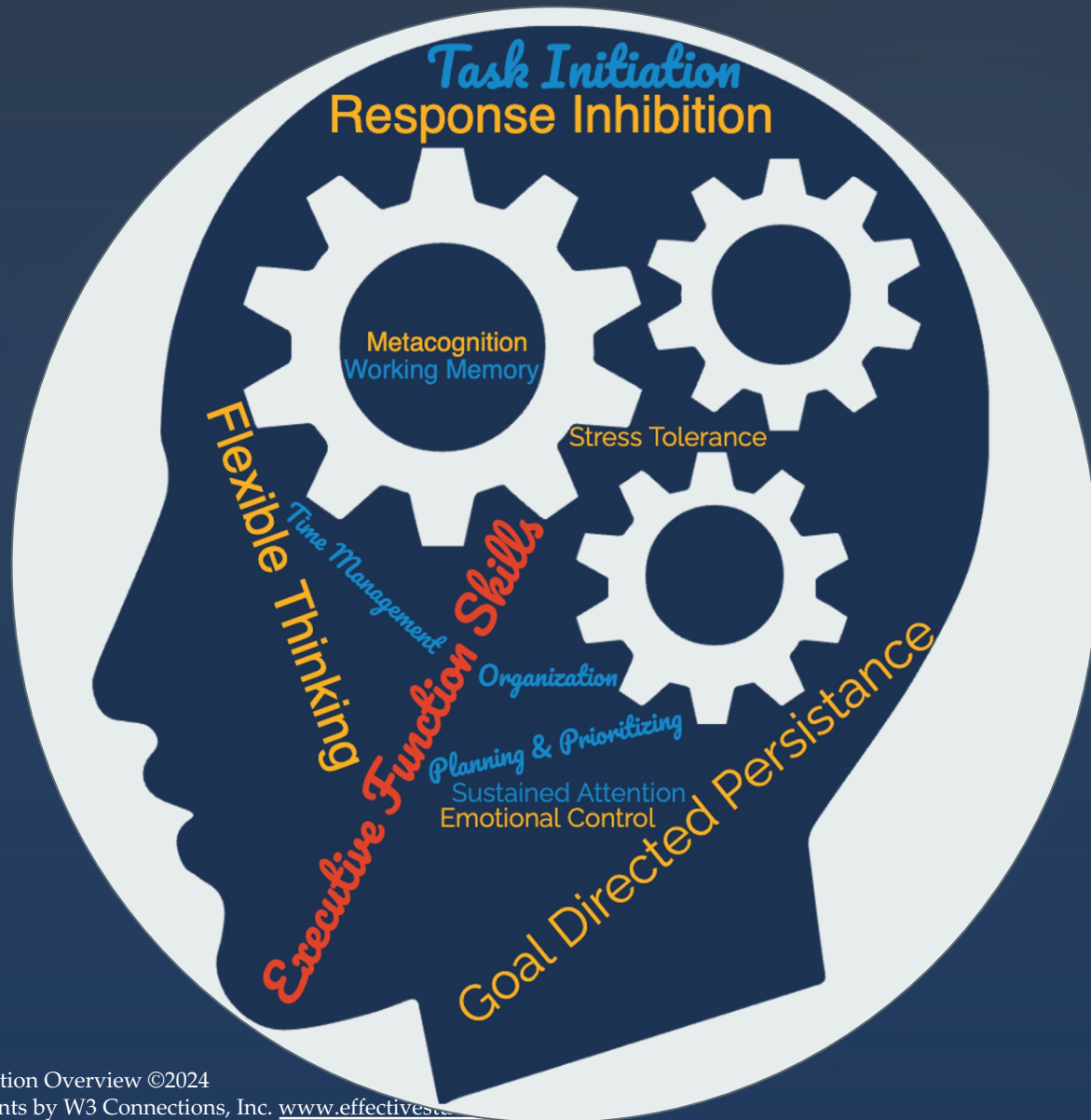
The executive functions are a **set of processes** that have to do with **managing oneself** and **one's resources** in order to **achieve a goal**. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation. 1.

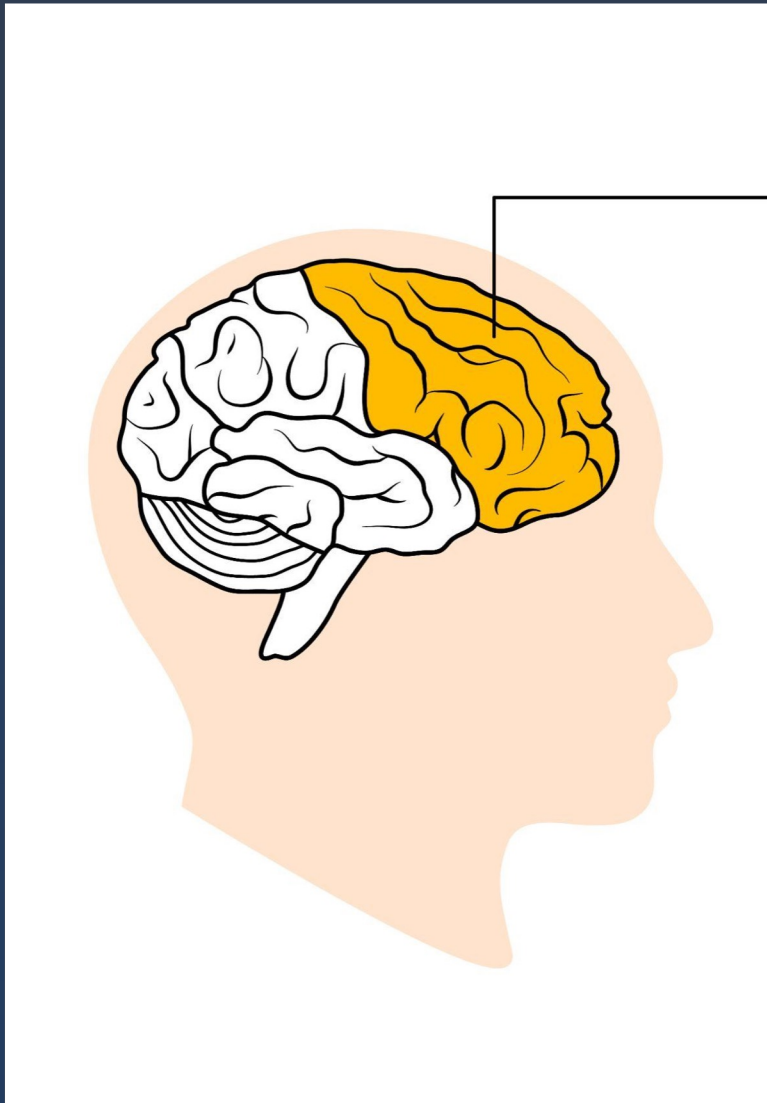
Evaluate → *Plan* → *Execute*
Resources

Definition - Executive Functioning



Executive Functions: 9-12 Different Skills





Frontal Lobe

Maturation timeline:

13-25 years old

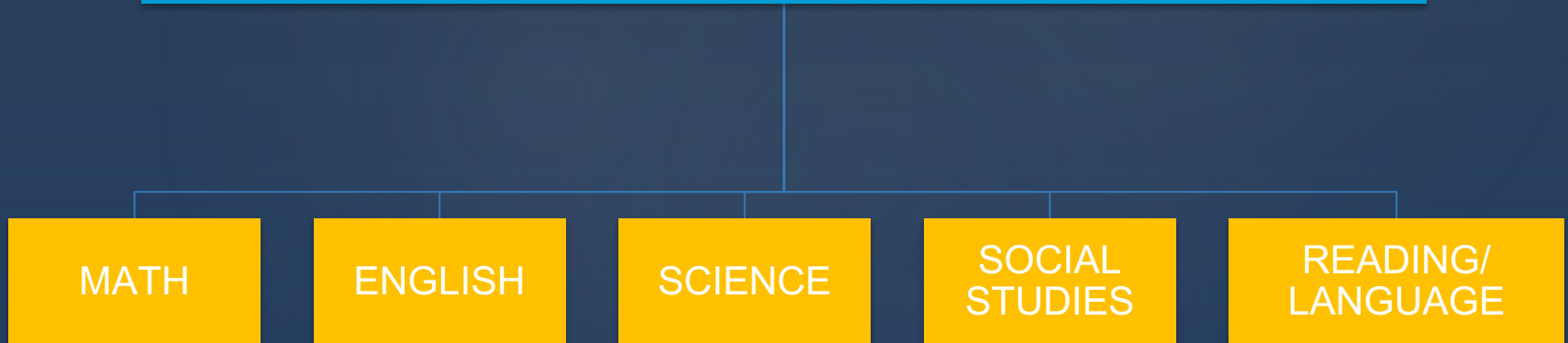


Executive Functions Skills



EXECUTIVE FUNCTIONS

Organization, Time Management,
Study Skills, Performance Analysis



Learning virtually & in person
Keeping track of assignments and work online
and maybe on paper
Diverse pressures associated with new
learning platform, environment, pandemics
Learning the actual academic content
Being an actual preteen and teenager (social)
Extracurricular activities?

Demands on Students Today



Executive Functioning Skills

- ❑ Skills are **developed**, not innate
- ❑ Each student is **different** with strengths & weaknesses, like all of us
- ❑ Process of **developing** this skill **takes time and practice** but it can be taught
- ❑ Parents & Teachers are integral part of this process
- ❑ Setting realistic and **clear expectations** helps.



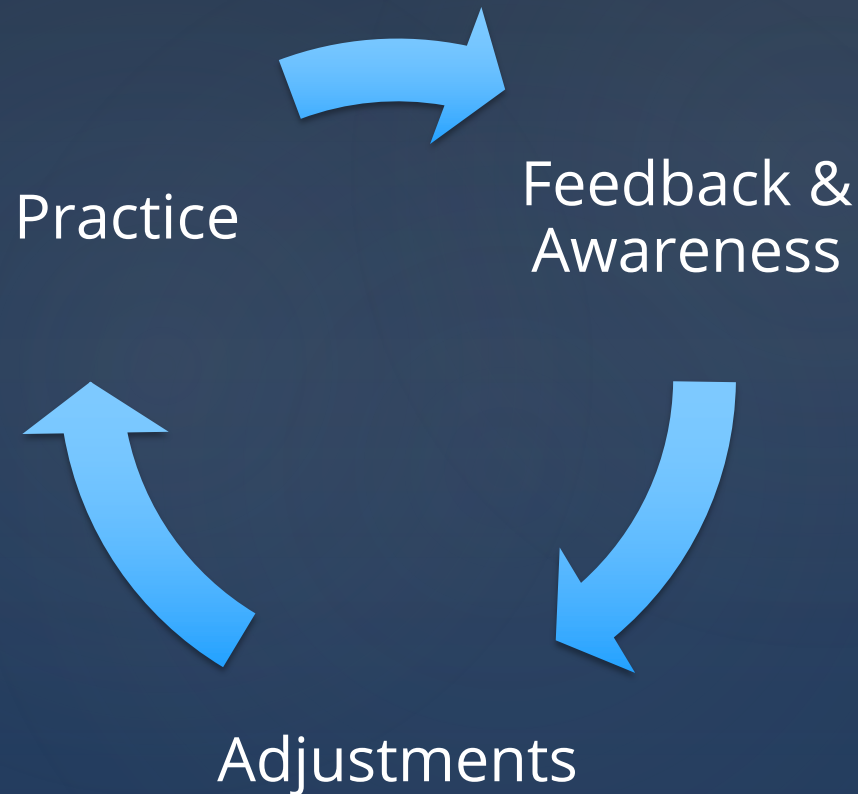
Skill Development



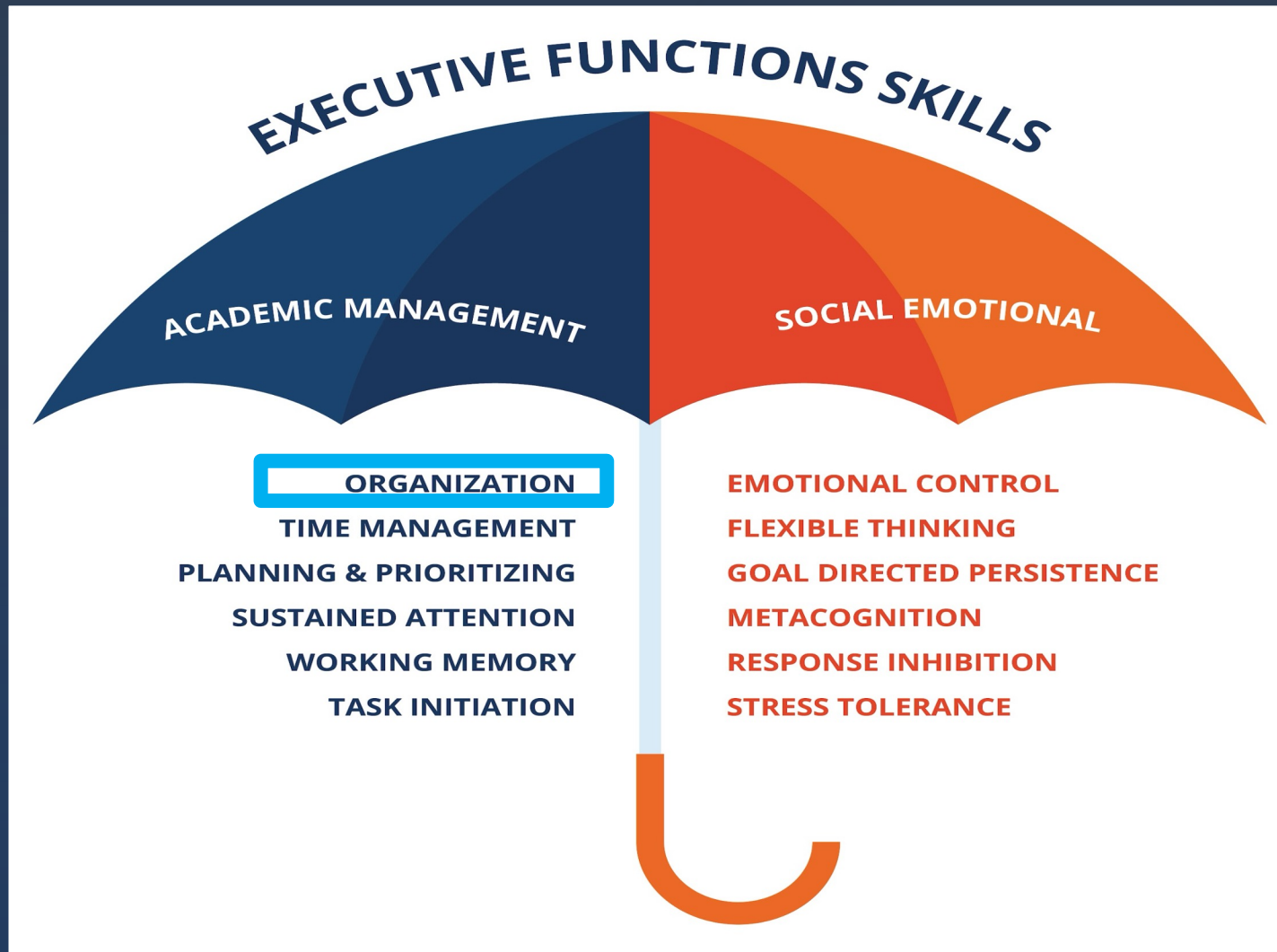
- ❑ Habit – Something you can do without thinking
- ❑ Skill – Something you can do under pressure



Skills – How to develop?



Executive Functions Skills

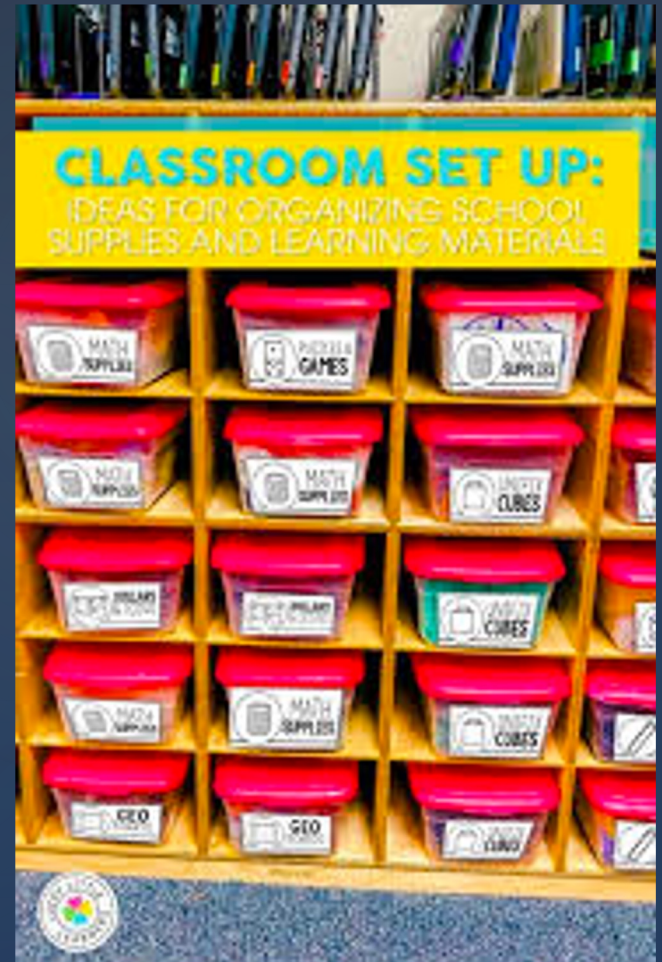


School Level	Organization/Space
Primary (k-3)	Pack/layout from a list, sort materials in all environments, clean up with visual supports (labels) in macro settings such as cubbie, backpack, classroom.
Lower/ Elementary	Maintain organizational systems with visual supports in macro and micro settings such as binders, lockers, backpacks.
Middle School	Implement and maintain organizational systems in all environments, macro, micro and online such as desktop, google drive, online calendar.
Upper School	Implement and maintain organizational systems in all environments and organize online resources (browsers, tabs etc) – self directed; adjust as needed.

Expectations by Age



Organization



Executive Functions Skills



Case Study # 1

Problem:

Polly has started a new sport for the winter season. So far, Polly has great grades and doesn't struggle in school.

After seeing the schedule for her sport, she is realizing that she will have much less time than she usually does to complete assignments.
What should Polly do?

Guiding Questions:

- How can Polly keep track of all of her new commitments for the sport?
- What is the first thing Polly should do for this new season?
- What should Polly do if her grades start dropping?

Lesson References:

Lesson 2.1 - Your Available Time

Lesson 2.2 - Forecasting

Lesson 4.1 Test Analysis

Case Study



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	LIST OF ACTIVITIES
6 a.m.								
6:30 a.m.								
7 a.m.								
7:30 a.m.								
8 a.m.								
8:30 a.m.								
9 a.m.								
9:30 a.m.								
10 a.m.								
10:30 a.m.								
11 a.m.								
11:30 a.m.								
12 p.m.								
12:30 p.m.								
1 p.m.								
1:30 p.m.								
2 p.m.								
2:30 p.m.								
3 p.m.								
3:30 p.m.								
4 p.m.								
4:30 p.m.								
5 p.m.								
5:30 p.m.								
6 p.m.								
6:30 p.m.								
7 p.m.								
7:30 p.m.								
8 p.m.								
8:30 p.m.								
9 p.m.								
9:30 p.m.								
10 p.m.								
10:30 p.m.								



Effective Student Method™ and Curriculum© 2015-2022

My Available Time Exercise from the Effective Student Curriculum

Executive Function Overview ©2024

Effective Students by W3 Connections, Inc. www.effectivestudents.com



1. List all of your activities in the right hand column (fun activities, sports, meals, school)
2. Find a time slot for your activities in the main “week” view and block the time. You can color code each type of activity if that is easier
3. Each item on the list must have a time slot to be able to be completed. Cross it off the list once the time block has been created
4. Block time for studying/homework/personal care.

Your Available Time



	YOUR AVAILABLE TIME						LIST OF ACTIVITIES
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
6 a.m.							get ready
6:30 a.m.	WAKE UP GET READY						school
7 a.m.							dinner
7:30 a.m.	TRAVEL TO SCHOOL					SLEEP	shower
8 a.m.	SCHOOL						sleep late
8:30 a.m.							church
9 a.m.							football practice
9:30 a.m.							piano lesson
10 a.m.							tutoring
10:30 a.m.							Out with friends
11 a.m.							
11:30 a.m.							
12 p.m.							
12:30 p.m.						WATCH COLLEGE FOOTBALL	
1 p.m.							
1:30 p.m.							
2 p.m.							
2:30 p.m.							
3 p.m.							
3:30 p.m.							
4 p.m.							
4:30 p.m.							tutor
5 p.m.	PIANO LESSON			DANCE			
5:30 p.m.							
6 p.m.							
6:30 p.m.	DINNER						
7 p.m.		Tutor					
7:30 p.m.					HIGH SCHOOL FOOTBALL GAME or OUT WITH FRIENDS		
8 p.m.							
8:30 p.m.							
9 p.m.							
9:30 p.m.	GET READY FOR BED						
10 p.m.	SLEEP						
10:30 p.m.							

My Available Time - Sample

Executive Function Overview ©2024

Effective Students by W3 Connections, Inc. www.effectivestudents.com



School Level	Time Management
Primary (k-3)	Identify him/herself on family calendar, refer to calendar for upcoming events.
Lower/ Elementary	Manage individual calendar with support and practice. Plan time and tasks with guidance and similar visual supports.
Middle School	Maintain time task tool, be able to Forecast; reverse plan incremental preparation steps. Beginning stages of identifying problems to solve.
Upper School	Utilize time task tool, be able to Forecast; reverse plan incremental preparation steps, advocate for resources.

Expectations by Grade



Metacognition



What is it?

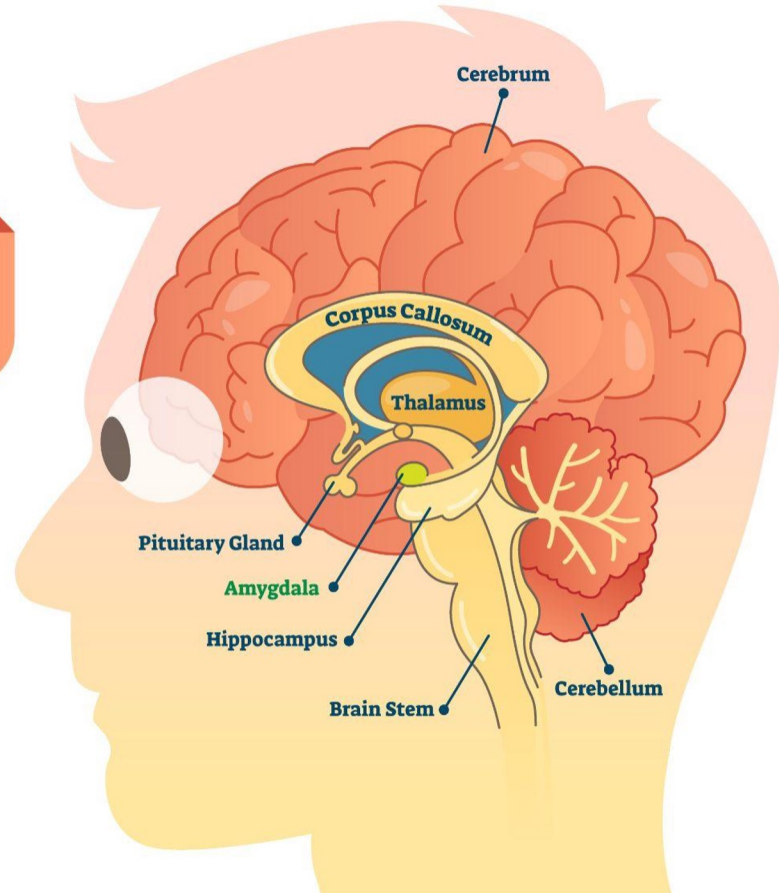
Why is it important?

How to foster?



AMYGDALA

Responsible for the
response and memory
of emotions,
especially fear.



Barriers to skill development



The Effective Student - Impact

Executive Function	Definition	Example
Impulse Control	Thinking before acting	Waiting your turn Reading all the answers before selecting the right one, Completing assignments before social media/YouTube.
Working Memory	Holding information in your brain, adding more information and combining them	Keeping a list of activities from your teacher/mom in your head and successfully following through on all steps.
Task Initiation	Starting work	Starting your _____ (homework, project, studying, chores)
Emotional Control	Responding to information in proportion (big problem big response, little problem little response.	Talking in a calm voice when stressed out or getting information you don't like.
Self-Monitoring (metacognition)	Being aware of yourself, your emotions and performance	Realizing how you prepared did/didn't work, understanding your own emotions or thinking.
Organization	Having a system to categorize information and materials	Completing homework AND turning it in. Finding a study guide/ paper/notebook/shirt/shoes/baseball glove (you get it).
Flexible Thinking	Being able to make changes comfortably, even in your thoughts. (opposite of rigid)	Implementing a suggestion, being willing to change your expectations or see something from someone else's perspective.
Planning & Prioritizing	Looking ahead to see your responsibilities/fun, choosing to complete tasks in an efficient order to achieve success.	Knowing when there will be a test Studying a little each day Completing a project on time Completing your work so free time is guilt free!



Curriculum, Workshops & Services

Personalized Coaching
Workshops
Grit & Growth Mindset
Camp
Parent community
presentations and small
groups



Resources & Citations

- Joyce Cooper-Kahn, PH.D. and Laurie Dietzel, PH.D. LD Online, from: *Late, Lost, and Unprepared* by Joyce Cooper-Kahn, Ph.D. & Laurie Dietzel, Ph.D. Published by Woodbine House, 6510 Bells Mill Road, Bethesda, MD 20817. 800-843-7323. Retrieved from: <http://www.ldonline.org/article/29122/>
- Dawson & Guare, *Executive Skills in Children & Adolescents*, New York London 2010
- Peg Dawson, Ed.D, NCSP, *Smart but Scattered: Helping Children & Adolescents with Executive Dysfunction at Home and at School.*
- [National Library of Medicine - Maturation of the adolescent brain](#)



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