

Executive Function Skills: Practical Strategies

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UNDERSTANDING EXECUTIVE CONTROL



Situational Awareness/Intelligence
STOP and Read the Room

Space	Time	Objects	People
Read the Room	Get on the Timeline	Sense the Organization	Read the Person
Where am I? What's going on? Is this Expected? Unexpected?	Time of day (routine vs. non-routine) What is happening at this Moment in Time What is coming up? *Predictable sequence What Pace is Required?	How are things Organized? We Consider the basis for their Organization: Location Purpose	Face Body Appearance Mood Pace Saying



"Clean your room....."

"Let's see.
I need to go to my room and clean. (space)
It will only take about 10 minutes. Then I can go over to Andrea's. (time)
First I'll pick up the cd's, then the dirty clothes and put away my books. That will do. (sequence)
I need a trash bag. (objects)
Maybe Mom can bring me my clean clothes. (people)"

"When you are done with your snack...Clean your room....."

"Later. Not now."

Mimetic-Ideational Information Processing (mental trial and error simulation)

"So I better go to my locker (space). I only have a few minutes before the bell rings (time). I need to get my poetry journal (object) and then I have science class next (time) so I better get my lab goggles too(objects). Mrs. Smith is a tough teacher (people) I better turn my journal in on time so I do not lose points.

If _____
Then _____

Working Memory

Nonverbal Working Memory ↔ If....Then ↔ Verbal Working Memory

August 28-September 3, 2006

Science Chap 3 and Q's 1-6
Spanish chap 5
Math read chap 2
Finish Poster

The Arctic Hunters & Fishers

Develops the Skill of Comparing Planned vs Actual

I'm going to finish this by 9:30 so I can watch TV on DVR without the commercials before I have to go to bed!

Task Execution! Start with the end in mind. What will you look like?

Space
Time
Objects
People

Get Ready: Look Ahead, Know and Plan your Time, Look Back, Hindsight, Gather Materials

Do: Set a Half Way Point, Half Time Check in

Done: Start with the End in Mind, What will it/you Look Like?, Done, Clean Up, Review

Operational Definition of the Executive Function Skills

Brain functions/skills that allows us to . . .

- **Demonstrate** situational awareness
- **Predict** possible outcomes and **Recall** past experiences
- **Generate** a plan to achieve that outcome (even if it is a novel event)
- **Initiate** appropriate actions and or responses to situations
- **Monitor** in an ongoing manner the success or failure of one's behavior (planned vs. actual)
- **Modify** performance based on self monitoring and situational awareness of expected and unexpected outcomes
- **Shift** flexibly between activities

Passage of Time

Developmental List Of Executive Function Skills

From Executive Function Skills in Children and Adolescents, by Peg Dawson and Richard Guare

Preschool

- Run simple errands (e.g., “Get your shoes from the bedroom”).
- Tidy bedroom or playroom with assistance.
- Perform simple chores and self-help tasks with reminders (e.g., clear dishes from table, brush teeth, get dressed).
- Inhibit behaviors: don’t touch a hot stove; don’t run into the street; don’t grab a toy from another child; don’t hit, bite, push, etc.

Kindergarten – Grade 2

- Run errands (two to three step directions).
- Tidy bedroom or playroom.
- Perform simple chores, self-help tasks; may need reminders (e.g., make bed).
- Bring papers to and from school.
- Complete homework assignments (20-minute maximum).
- Decide how to spend money (allowance).
- Inhibit behaviors: follow safety rules, don’t swear, raise hand before speaking in class, keep hands to self.

Grades 3—5

- Run errands (may involve time delay or greater distance, such as going to a nearby store or remembering to do something after school).
- Tidy bedroom or playroom (may include vacuuming, dusting, etc.).
- Perform chores that take 15—30 minutes (e.g., clean up after dinner, rake leaves).
- Bring books, papers, assignments to and from school.
- Keep track of belongings when away from home.
- Complete homework assignments (1 hour maximum).

Grades 3—5 (continued)

- Plan simple school project such as book reports (select book, read book, 'write report).
- Keep track of changing daily schedule (i.e., different activities after school).
- Save money for desired objects, plan how to earn money.
- Inhibit/self-regulate: behave when teacher is out of the classroom; refrain from rude comments, temper tantrums, bad manners.

Grades 6—8

- Help out with chores around the home, including both daily responsibilities and occasional tasks (e.g., emptying dishwasher, raking leaves, shoveling snow); tasks may take 60—90 minutes to complete. Baby-sit younger siblings or for pay.
- Use system for organizing schoolwork, including assignment book, notebooks, etc. Follow complex school schedule involving changing teachers and changing schedules.
- Plan and carry out long-term projects, including tasks to be accomplished and reasonable timeline to follow; may require planning multiple large projects simultaneously.
- Plan time, including after school activities, homework, family responsibilities; estimate how long it takes to complete individual tasks and adjust schedule to fit.
- Inhibit rule breaking in the absence of visible authority.

High school

- Manage schoolwork effectively on a day-to-day basis, including completing and handing in assignments on time, studying for tests, creating and following timelines for long-term projects, and making adjustments in effort and quality of work in response to feedback from teachers and others (e.g., grades on tests, papers).
- Establish and refine a long-term goal and make plans for meeting that goal. If the goal beyond high school is college, the youngster selects appropriate courses and maintains grade point average (GPA) to ensure acceptance into college. The youngster also participates in extracurricular activities, signs up for and takes Scholastic Aptitude Tests (SATs) or American College Tests (ACTs) at the appropriate time and carries out the college application process. If the youngster does not plan to go to college, he or she pursues vocational courses and, if applicable, employment outside of school to ensure the training and experience necessary to obtain employment after graduation.
- Make good use of leisure time, including obtaining employment or pursuing recreational activities during the summer.
- Inhibit reckless and dangerous behaviors (e.g., use of illegal substances, sexual acting out, shoplifting, or vandalism).



The Ultimate Goal?







Students Understand that Planning for All Tasks Starts with Asking Yourself
“What will it look like?”

Give the Child Future Glasses

Executive Function Skills – Does the student have a future picture?

**START WITH THE END IN MIND
WHAT WILL I LOOK LIKE?**

“Head to Toe!”

- Head Band 
- Sweatshirt/ Coat 
- Snack 
- Bag 
- Homework / Notebook 
- Shoes for Gym 

“Time to go! Are you ready for school?”

LISTS

“Head to Toe!”

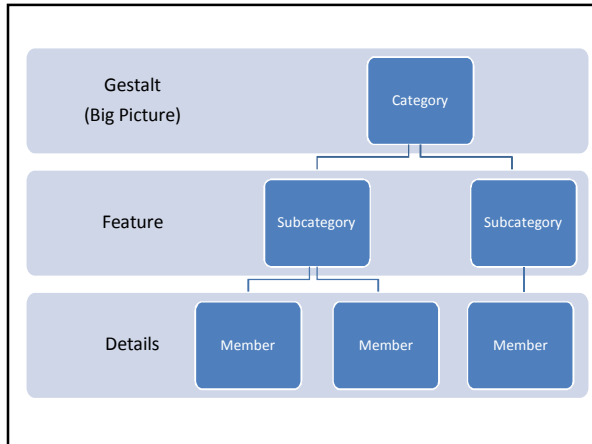
- Head Band
- Sweatshirt/ Coat
- Snack
- Bag
- Homework Notebook
- Shoes for Gym

VS.



GESTALT VISUALS





"We have to go! Are you ready for school?"

"Head to Toe!"

- Head Band
- Sweatshirt/Coat
- Snack
- Bag
- Homework
- Notebook
- Shoes for Gym

Same but Different

"Are you ready for baseball?"

"Are you ready for Girl Scouts?"

A Cool Idea!

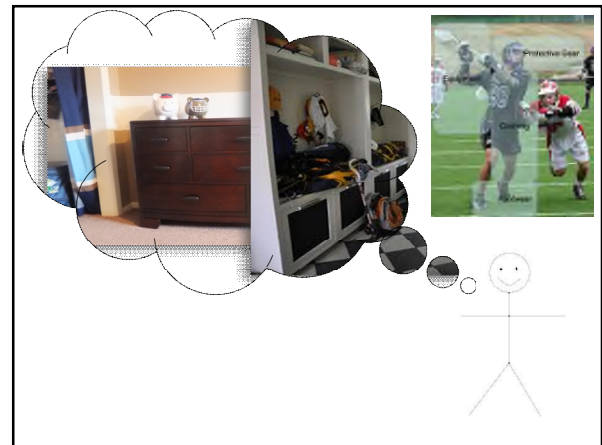
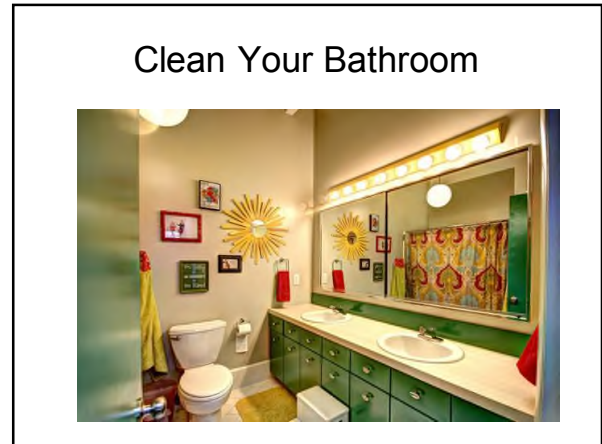
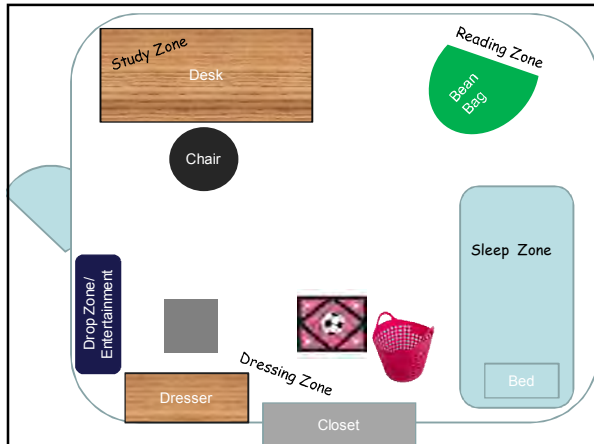
Ask the parents to take a picture of the child showing a side profile of what they look like when they are ready to go home at the end of the day? Print and laminate and place in the cubby to "match the picture".

Task Execution! Start with the end in mind. What will you look like?

Get Ready Do Enter

Task Execution! Start with the end in mind. What will you look like?


Get Ready Do Enter




Gather and Separate Clothes into Piles:

Whites


Whites (make sure there are no reds in this pile!)



What else Goes with whites?



1. Clothes that are white but have a design, wording, stripe, etc. still go in the whites pile.



2. Clothes that are very light in color. For example light tan, khaki, light blue, peach, etc.

Prepare the Washer: For Whites

Add Detergent




Select Settings on Washer



Apps for Match the Picture


Skitch App!



Doodle Buddy App




My Video Schedule






Job Talk!



Trick: Turn the task into a "job" and name for the child their "job title" (Semantic Psychological Essentialism)

Washer, Holder, Dumper, Wiper, Loader, Sprayer, Wiper, Talker, Writer

- Creates Immediate Structure for the Child
- Accesses Procedural Memory
- Limits Emotional Reactions



Situation: Student has a LARGE collection of trading cards ALL over the floor and is not working towards cleaning them up.


Tasks: _____

Jobs: _____

Situation: Student has a math worksheet to do and is not initiating the task.

Tasks: _____


Jobs: _____




Measurements of ME!

Name: _____


I am _____ feet _____ inches TALL!




The circumference of my head is: _____




The length of one arm is: _____



I have one big smile! From end to end, it measures: _____



My hand-span can be measured! How tall? spread my fingers wide. The measurement from my thumb to my little finger is: _____



Job Talk:

Politicians wanted to increase voter turnout and turned to psychological research for help. It worked! Researchers framed voting as either a personal identity label (e.g. "be a voter") or as a simple behavior (e.g. "voting"). This change in phrasing to a personal identity label significantly increased interest in action and a substantially larger percentage of individuals voted! Research has shown that people want to feel like they are a part of something and take ownership of something rather than being told what to do.

Children are no different! Motivation to complete a task is increased by invoking one's sense of self. Subtly manipulating the *verb form* of a behavior ("Brush your teeth please") to feature a *noun label* (Annie is a toothbrusher!) creates an essential part of one's identity. In other words it creates confidence and a positive sense of self that this is "What I can do!" This subtle change in language can change an occasional behavior of helping around the house ("Please set the table.") into a child who has confidence in their permanent trait or skill (I am a tablesetter!). When packing for a ski trip, being asked to be a 'packer' is a positive thing and requires the child to imagine in their mind "what does a packer do? What tools will a packer need?". On the other hand just asking a child to "Please pack the car with your warm clothing, boots and poles." Just asks the child to do something, does not invoke their reasoning of what is required and likely does not fire them into action except perhaps to make excuses for why they can't! Using the declarative noun form (*clothes gatherer*) creates psychological essentialism and develops in children a positive attitude, a strong and stable sense of self and generalizes to how they perceive themselves and their essential role over time.





Sarah Ward, M.S., CCC/SLP and Kristen Jacobsen M.S., CCC/SLP have translated this research into a simple trick to help our children to take ownership of and participate in various tasks. They advise to turn the child's task into a "job" and add "er" to the action that you are asking the child to do which gives them the "job title" such as "Washer", "Wiper", "Tooth brusher", "Listener", etc. Give it a try, it's amazing!

Declarative Job Talk (Noun Form)	Imperative Verb Form
Please be a handwasher!	Wash your hands.
Be a counter wiper!	Wipe the counter off.
Time to be a toothbrusher!	It is now time to go upstairs and brush your teeth.
You are getting ready to be a mathematician!	Please take out your homework and start your math.

Resources:

Bryan, C. J., G. M. Walton, T. Rogers, and C. S. Dweck. "Motivating Voter Turnout by Invoking the Self." *Proceedings of the National Academy of Sciences* 108.31 (2011): 12653-2656.

Gelman, S. A., & Heyman, G. D. (1999). Carrot-eaters and creature-believers: The effects of lexicalization on children's inferences about social categories. *Psychological Science*, 10, 489-493

Heyman, G. "Talking about Success: Implications for Achievement Motivation." *Journal of Applied Developmental Psychology* 29.5 (2008): 361-70.

Help Wanted

Job: _____

Description:

- 1. _____
- 2. _____
- 3. _____

Pay: _____

Help Wanted

Job: _____

Description:

- 1. _____
- 2. _____
- 3. _____

Pay: _____

Help Wanted

Job: _____

Description:

- 1. _____
- 2. _____
- 3. _____

Pay: _____


Help Wanted

Job: _____

Description:

- 1. _____
- 2. _____
- 3. _____

Pay: _____



Situation: Student is Not Engaged in Packing for the 2 day Outdoor Adventure Camp

Tasks:


Jobs:

Need Help Around the House?

Create A Help-Wanted Bulletin Board

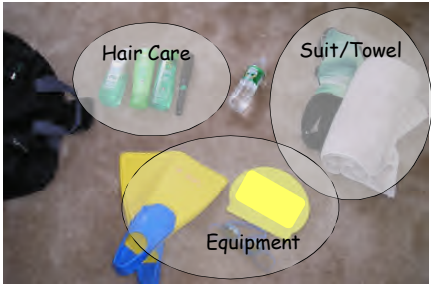


Sweeper Back Deck \$2.00	Stacker Recycles Newspapers \$1.00	Organizer Kitchen Junk drawer \$2.00	Organizer Pantry Shelves \$2.00	Event Manager: Set table, Set out Food, decorate \$3.00
Packer Ski Trip \$1.50	Wrapper Birthday Presents \$1.00	Chef Prepare Snacks \$2.50		



Executive Function Skills – Does the student have a future picture?

START WITH THE END IN MIND WHAT DO MY MATERIALS LOOK LIKE?



Hair Care Suit/Towel
Equipment

Use Luggage Tags: Is your Bag packed?

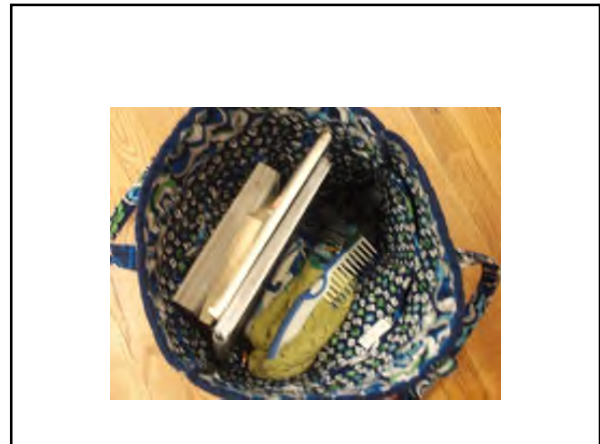


Declarative:

Older Students



Food
Clothes
Equipment

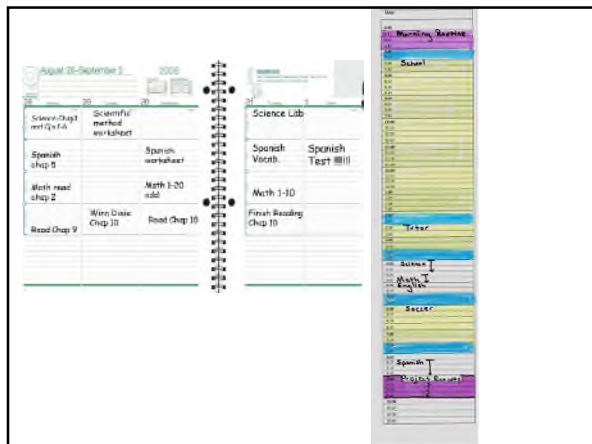


A 'Homework' Idea for You

- Ask students to take the essential items of their back pack out and lay them on the floor
- Then have the student group like items together
- Take a photo of the items and print the picture
- Laminate and create 'backpack' tags for students so they can 'match the picture' when it is time to go home!

Executive Function Skills – Does the student have a future picture?

**START WITH THE END IN MIND
WHAT DOES THE DAY LOOK LIKE?**



Teach Students to be Their Own Time Cops

CHILL Zone:
to rest, relax, and rejuvenate

OBLIGATED Zone:
school, morning routine, bedtime routine, drive time, etc.

PRODUCTIVE Zone:
you have to produce something from your time spent

Anticipate the "Goes With" and the "Maybe's"

Today:

Top Three:

Maybe's and Go With's:

7:00	
7:15	
7:30	
7:45	
8:00	
8:15	
8:30	
8:45	
9:00	
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8:30	
8:45	
9:00	


Scheduling:

Visualize the Day's in Zones

Remember We Want Kids to See and Think in Terms of Space and Time

Scheduling:

Visualize how today is the "same" but "different" than the usual "day of the week"



Tip: Create a Notebook of the 'Usual Schedules of the Week' and Place the schedules in Sleeve Protectors inside a 3 ring binder. On a Daily Basis turn to the Day of the Week and Review what the Day Typically Looks Like and Compare How Today would be the "Same but Different"

Scheduling:

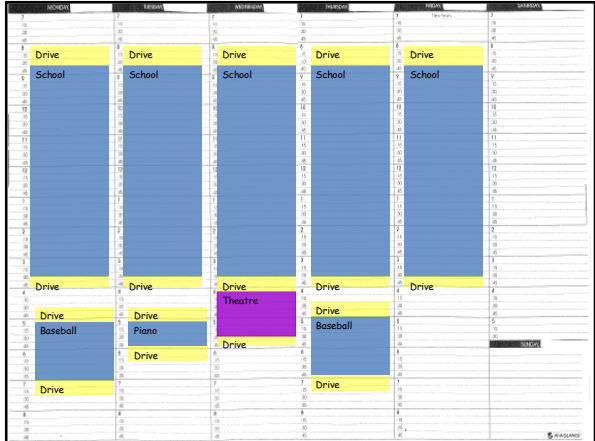
Plan for the "Goes With" and the "Maybe's"

Maybe.....

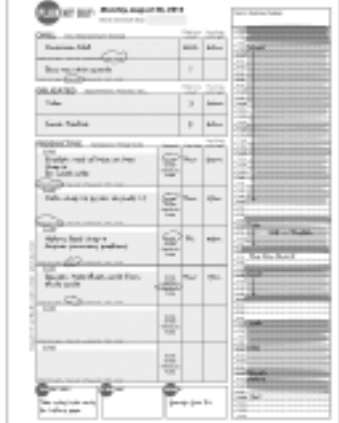
- there will be traffic
- we will go and get ice cream afterwards
- practice will run late
- we will have to wait for a table to eat dinner

Goes With

- Traffic **goes with** travelling during rush hour
- Waiting **goes with** eating dinner at 7 pm on a Saturday
- Having time to find seats and buy food **goes with** the movies
- Having time to put your gear on **goes with** football practice




Available for Purchase at: www.executivefunctiontherapy.com



* A Handout Extra!

Electronic Calendars

iProcrastinate for Mac

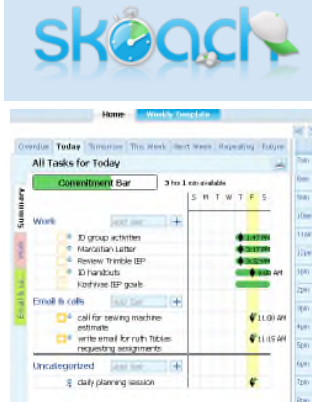
- Enable in preferences “due Tomorrow”
- Enables Steps of Larger Projects
- Syncs with device
- Calendar overview

iStudiez

CoursePro (www.makemobileinnovations.com)

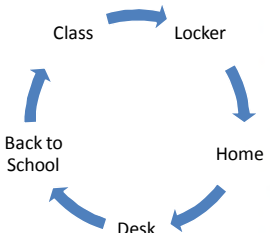

iHomework

Trackclass




Skoach: Online calendar /task program for students and adults with attention deficits.

Closing the Homework Circle

Get the Locker Ready

Keep the Backpack Open in the Bottom of the Locker





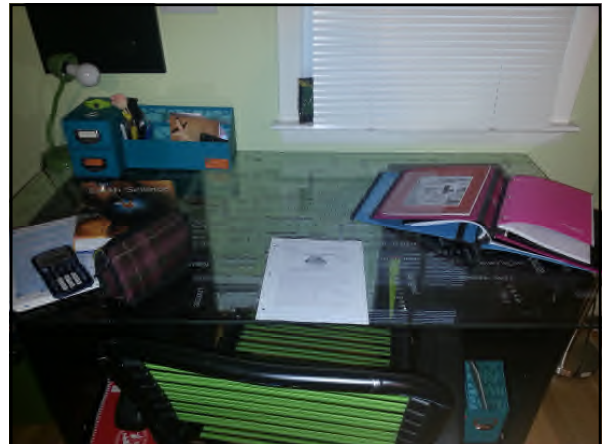
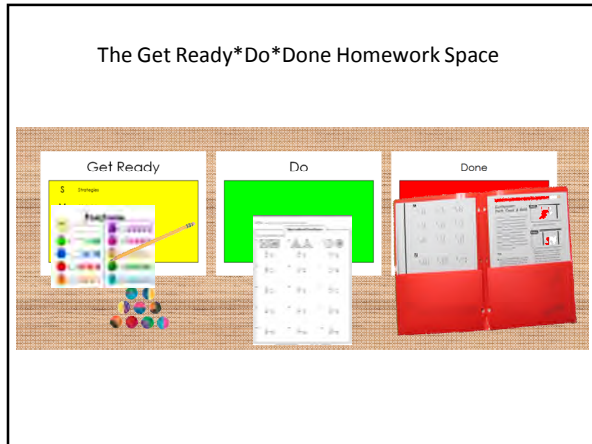
The HW Folder – 4 Pocket Folder



- Graded Work
- To Do Tonight
- To Hand in Tomorrow
- Due Later

The HW Folder – 4 Pocket Folder

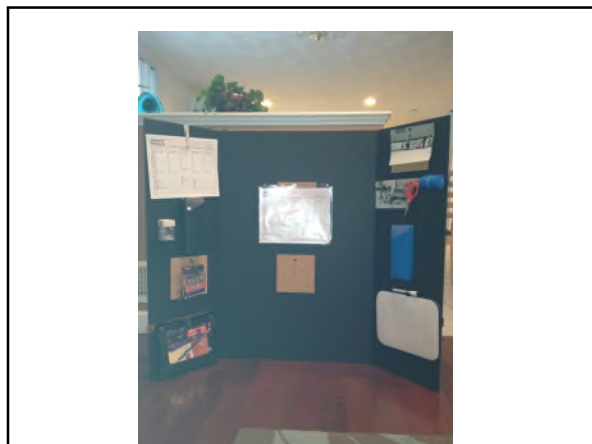





Small Space Study Ideas



- Create Study carrel with Cardboard presentation boards from Staples
- <http://familyfun.go.com/crafts/homework-central-787551/>
- Closet study areas

Try Picking a Unique Space

- Study forts
- Bathtub studying – No water of course!
- Swings



Swings:
especialneeds.com
IKEA.com
Amazon.com



“Power On” Zone:
Make use of unique spaces

****A Handout Extra****

When a student tells you:
“But I DO Study Better
With Music On!”

Try

- A Sound Maker
- Online white noise
- iMusic
- Pandora Radio (** try creating a station called ‘Japanese Popstars’ – it is a pop music station without lyrics!)
- SONGZA app – creates playlists for studying without lyrics

****A Handout Extra****

Controlling Internet Distraction

- Windows: ifocusonwork.com
- Mac: SelfControl: visitsteve.com/made/selfcontrol/
- Mac: Macfreedom.com

Turning In Homework

Get Ready

- I: []
- M: []
- A: []
- R: []
- T: []

Do

Done


Folder Search: This is what it will look like...

Done

Grid #1: ELA
Start: 1:00
Grid #2: []
Grid #3: []
Grid #4: []

HOMEWORK ASSIGNMENTS

Get Ready * Do * Done for Assignments

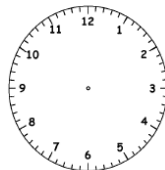


Increase Forethought for Assignments:

- What will the assignment look like in the end?
- What are the parts?
- How much time do I have?
- In that time what needs to be accomplished?

Social Studies Index Cards


Ancient Egypt Time Line Landmarks
 On an index card carefully draw a colorful picture representing your topic. At the top of the card write the "topic" and date. Below the picture write two or three sentences explaining your topic. Your sentence should state who or what the card is about and describe what's most important to know about this person, place or event.




index card
crayons
class notes

color my picture
write the topic
name and date

Write the
what/who
and why imp.
sentences



We have been studying major forms of bias:
 Exaggeration: *The greatest...*
 charged words: *voluntary implementation*
 Overgeneralization: *all people who*
 opinions asserted as facts: *...it is well known that...*
 Inclusions/exclusions: *the only fact to consider is*
 Prejudices: *I believe...*




Look in newspapers, magazines, flyers, pop up ads, websites, advertisements for 4 examples of the above bias. Then arrange your evidence in an interesting collage and be prepared to share your findings.

Steps	Time
Magazines/News Scissors Glue Construction Paper Markers	
Look for forms of bias.	30min
Print/Cut out Examples	10 min
Arrange and Glue	5 min
Add captions and title	15min

Get Ready! SMARTs

Do! (mark your 1/2 way check point)



Done: What will it look like?

Sample Assignment: Practice

Write a multi-paragraph essay. Be sure to include a graphic organizer **OF YOUR CHOICE!**

- Man has always been a questioner, wanting to know the whys of everything. Man used both his intelligence and his imagination to answer his questions long before science solved these mysteries. Myths were created thousands of years ago to help answer these age old questions, as well as to calm fears of the unknown, and as a means to teach good from evil.


Write a well-structured, multi-paragraph essay summarizing three Greek myths (you may choose ones we have read together) and describe what natural phenomenon they explain.

Man has always been a questioner, wanting to know the whys of everything. Man used both his intelligence and his imagination to answer his questions long before science solved these mysteries. Myths were created thousands of years ago to help answer these age old questions, as well as to calm fears of the unknown, and as a means to teach good from evil.

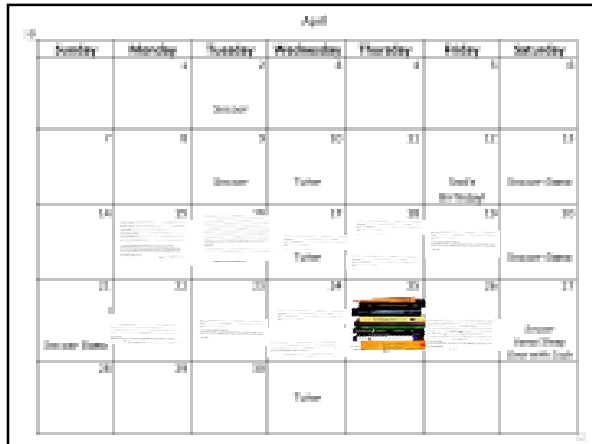
Write a well-structured, multi-paragraph essay summarizing three Greek myths (you may choose ones we have read together) and describe what natural phenomenon they explain.

Future Sketch: This is what it will look like...

Intro Greek Myth #1 Natural Phenomenon: Answer A Question Greek Myth #2	Natural Phenomenon Calm Fear of the Unknown Greek Myth #3 Natural Phenomenon Good v Evil Conclusion
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LONG TERM PROJECTS



Post It Weekly PLanner

- Get organized with this great functional designer calendar. Use the 2"x2" Post-it® Super Sticky Notes to flexibly move planned events and to take key ideas with you.

Executive Function Skills – Does the student have a future picture?

**START WITH THE END IN MIND
WHAT DOES TIME LOOK LIKE?**

Teaching Time Developmental Norms

Kindergarten: Follows the time schedule set in the classroom.

Grade 1:

- Follows the time schedule set in the classroom.
- Uses an alarm clock to get up in the morning.
- Gets to school on time with the assistance of an adult.
- Follows the time schedule set at home.

Grade 2

- Follows an established after school routine for doing home work.
- Knows how to tell time to the half hour.

Grade 3

- Refers to the family calendar for special events, appointments, etc.
- Turns in homework on time.
- Knows how to tell time to the minute.

Grade 4

- Completes a "Daily To Do List" each day after school that indicates homework and other activities.
- Keeps own calendar of personal activities.

Teaching Time Developmental Norms

Grade 5

- Maintains an assignment book for homework assignments and personal activities.
- Begins to see relationship between after school activities and schoolwork and plans accordingly.
- Developing ability to estimate time it takes to complete assignments
- Developing ability to plan for long-term assignments and test preparation but still requires adult guidance.

Grade 6

- Maintains an assignment book for homework assignments and personal activities but may still require some adult intervention.
- Can prioritize homework assignments/ estimate amount of time needed.
- Establishing independent planning of long-term assignments and test preparation.
- Beginning to schedule own after school activities with adult guidance.


Grade 7

- Independently maintains and prioritizes an assignment book for homework assignments and personal activities.
- Independently plans for long term assignments and test preparation.
- Establishing more independence for scheduling own after school activities.

The Wall Clock


- Have Analog Clocks in the Room – Make sure they are not Roman Numeral!
- Make sure they are at eye level of the child!

The Working clock



Drawing Time: Create Time Zones

1. Draw **How Much Time** the student Has
2. Identify/sketch the **"Future Picture Image"**: if everything goes your way what will it look like?
3. Make sure to state over and over: **"Factor in time for _____"** (gathering materials, the computer to boot, to find your equipment, etc.)
5. Mark the **start time** and the **stop time**.
6. Mark a **"time check"** at the ½ way point.





The Working Clock

Shade the Available Time

Shade in How Time Fills Up

Cue How the Extra Shaded Time Might be Used






½ Way Check Point

- Am I half way done?
 - Am I still focused on the goal?
 - Has my priority changed?
 - Am I still answering the question?
- Any time robbers?
 - Identify
 - Remove
 - Re-Plan
- Do I need a faster or a slower pace?

The Time Robbers Worksheet

Put it in a sleeve protector!





Available at www.executivefunctiontherapy.com

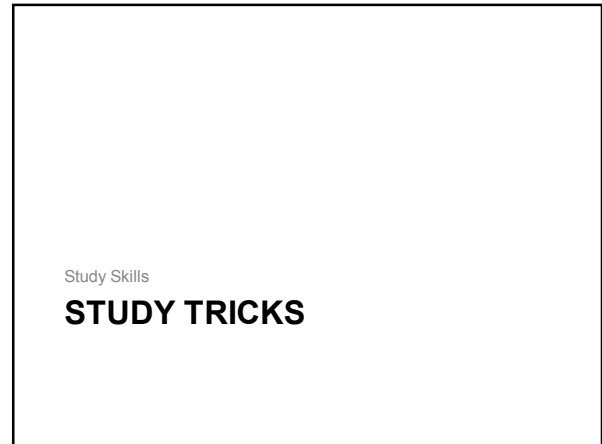
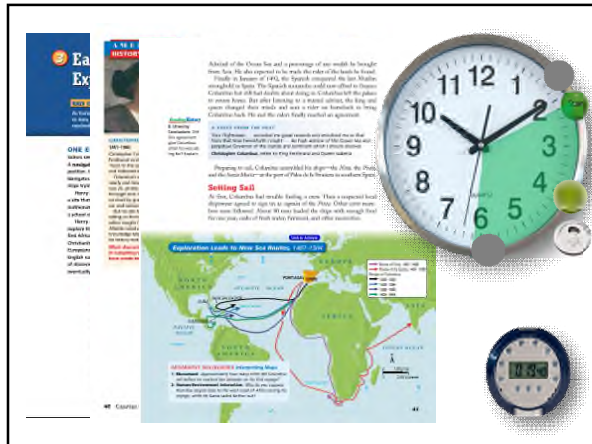





Managing Time Robbers

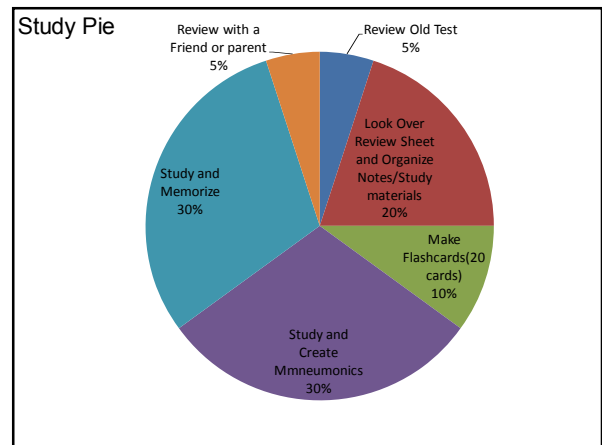
Identify * Remove * Re-Plan

What Did The Time Robber Steal?		
My Body 	Thirsty	<input type="radio"/>
	Hungry	<input type="radio"/>
	Sleepy	<input type="radio"/>
	'Antsy'	<input type="radio"/>
My Organizer 	I can't find my assignments and papers	<input type="radio"/>
	My papers/binders are messy.	<input type="radio"/>
	I'm looking for materials: pens, pencils, etc.	<input type="radio"/>
	I don't have a plan for how to do this.	<input type="radio"/>
My Scope 	I don't know how to start.	<input type="radio"/>
	I can't decide what to do. I don't have a goal.	<input type="radio"/>
	I am trying to do too much.	<input type="radio"/>
	I'm trying to make it perfect.	<input type="radio"/>
My Focus 	I'm distracted by the computer or other electronic.	<input type="radio"/>
	I'm socializing.	<input type="radio"/>
	I'm going from task to task.	<input type="radio"/>
	I forgot what the assignment was asking me to do. I have gone in a different direction.	<input type="radio"/>
Other		<input type="radio"/>
		<input type="radio"/>



“Study for the Test next Friday”

- Parents complain kids do not know what “study” means.
- Students equate “study” with memorize and don’t want to start memorizing until the night before.



Studying For Tests: Look Back

- What was my Grade on the last test?
 - Strengths and Things to Change Next time:
 - *See attached test self analysis
- What was the format of the test?
- Teacher Style?
 - Broad vs. Detail Oriented
 - Where did he/she ask the most questions from?
 - Homework? Textbook? Class notes?
- How had I prepared? What worked? What would I not repeat?
- Trying going to online resources for the text books and study guides

Online Companion Websites To Text Books

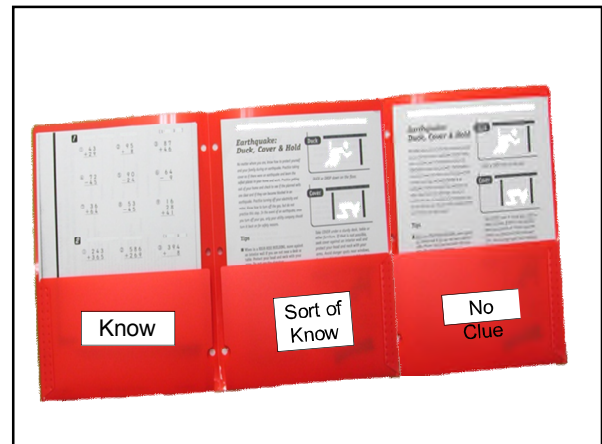
Are You Sure This is Not Cheating?

[Physiology](#)
[Math](#)

Studying For Tests

- Prioritize Study Time:

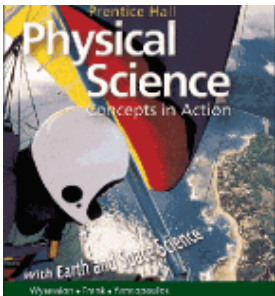
Know	Sort Of Know	No Idea



Quiz Flashcards

- Flashcards Deluxe App
- Quizlet

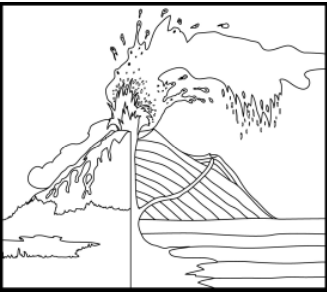
Online Companion Websites To Text Books



Are You Sure This is Not Cheating?

Physiology
[Math](#)

Proof of Active Studying: Put Visuals in Sleeve Protectors



Plan My Study Time

Monday	Tuesday	Wednesday	Thursday	Friday
Organize Notes	Determine What I know	Make Flash Cards/Crazy Phrases	Memorize Terms	Test!!!!

Word	Definition	Reminding Story	Picture
Reminding Word or A word it Sounds Like:			


Word	Definition	Reminding Story	Picture
Reminding Word or A word it Sounds Like:			

Word	Definition	Reminding Story	Picture
Reminding Word or A word it Sounds Like:			

LINC Study Method
By Edwin Ellis


Word	Definition	Reminding Story	Picture
Reminding Word or A Smaller Word it Looks Like or Sounds Like:			

Pic Collage App for Studying Vocabulary Terms




Cyrus McCormick


Cyrus McCormick, the "Father of Modern Agriculture," made one of the most significant contributions to the United States' prosperity when he invented the horse-drawn reaper in 1831. Farmers were leery of change, and were put off by a machine that would later be described as a "contraption seemingly a cross between a wheelbarrow, a chariot, and a flying machine." Undaunted, McCormick spent ten years making improvements.



A MESA IS SO TALL AND STEEP THAT ONLY ME CAN FIT ON THE TOP!



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Cognitive Connections






The Center for Executive Function Skill Development
www.executivefunctiontherapy.com
 Telephone: 781-453-0841

Sarah Ward, M.S., CCC/SLP
 Speech and Language Pathologist
 swardtherapy@aol.com

Kristen Jacobsen, M.S., CCC/SLP
 Speech and Language Pathologist
 kjacobsen@efpractice.com

Recommended Reading on Executive Function Skills and Related Disorders

by Sarah Ward, M.S., CCC/SLP

Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention 2nd Edition (Practical Interventions in the Schools) by Peg Dawson and Richard Guare

- *A good introductory book on Executive Function Skills. Particularly excellent for teachers and parents who need foundational understandings on what the Executive Function Skills are. The Second Edition has lots of additional information and updates. These authors have also written the book Smart but Scattered which has many practical ideas to improve executive function routines in the home setting.*

Tools of the Mind: The Vygotskian Approach to Early Childhood Education (2nd Edition) by Elena Bodrova and Deborah Leong

- *This book is my absolute favorite for understanding how executive function skills develop in young children. Several chapters are dedicated to an outstanding approach to teaching writing to young children. Writing can be a real struggle for kids with executive function based deficits and this technique is extremely helpful. This book also addresses the value of teaching play skills as a means of learning self regulation, delayed gratification and tolerance for frustration. The companion website toolsofthemind.org has unbelievable resources and lists of research on the EF skills.*

Promoting Executive Function in the Classroom by Lynn Meltzer

- A must for all teachers interested in improving executive function skills in the classroom. Has many practical strategies to improve classroom organization, note taking, studying, emotional self-regulation and task management.

Executive Function in the Classroom: Practical Strategies for Improving Performance and Enhancing Skills for All Students by Christopher Kaufman Ph.D.

- Dr. Kaufman gives a variety of suggestions which should assist all classroom teachers in connecting with and helping their students stay connected with the lesson. This is a very readable book with a chapter describing seven general strategies for developing executive functioning in the class. The next three chapters describe specific ways executive functioning interferes with the academic topics of reading, writing and mathematics.

For a fantastic description for parents and professionals about what the executive function skills are, the development of the EF skills and some interventions check out the Six Part Series by *Philip David Zelazo, Ph.D.* at <http://www.aboutkidshealth.ca/En/News/Series/ExecutiveFunction/Pages/default.aspx>

Fall Down 7 Times Stand Up 8

- *I LOVE this book and recommend it to all the parents that I work with. It is all about how to teach students to develop internal motivation and a desire to succeed. Includes excellent summaries of such popular ideas as Mindset by Carol Dweck. Really teaches parents how to use their language to coach students to develop internal, positive self directed talk.*