



Objectives for this session

- *Understand how technology may support students with their executive function skills*
- *View some of the technology tools available to help accommodate*
- *View online resources available*





What's It Like?

- [Understood.org](https://www.understood.org)



Through Your Child's
Eyes

Grade 10 - Organization



What is Executive Functioning?

There is no consensus – here are a few:

Dawson and Guare – Executive skills allow us to organize our behavior over time and override immediate demands in favor of longer-term goals.

Naglieri and Goldstein – the efficiency with which individuals go about acquiring knowledge as well as how well problems can be solved.

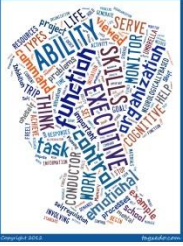
Stuss and Benson – Executive functions is a generic term that refers to a variety of different capacities that enable purposeful, goal directed behavior, including behavior regulation, working memory, planning and organizational skills and self-monitoring

A word cloud graphic in the top left corner, shaped like a head profile, containing various terms related to skills and management such as 'ABILITY', 'FUNCTION', 'EQUINE', 'MONITOR', 'SERVE', 'CONDUCTOR', 'MATERIAL', 'INFORMATION', 'TIME', and 'MANAGEMENT'.

What is Executive Functioning?

- ❑ *Obukowicz, Stindt, Rozanski, and Gierach categorize these skills into four categories:*
 - *Self-Organization (self-management)*
 - *Information Management*
 - *Time Management*
 - *Materials Management*

Portrait of a Graduate



FALCON COUNTY PUBLIC SCHOOLS

PORTRAIT OF A GRADUATE

Student Achievement Goals Pursue Academic Excellence, Develop Essential Life Skills, and Demonstrate Responsibility to the Community and the World
 The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a...

	<p>Applies effective reading skills to acquire knowledge and broaden perspectives</p> <p>Employs active listening strategies to advance understanding</p> <p>Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners</p> <p>Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts</p> <p>Uses technological skills and contemporary digital tools to explore and exchange ideas</p>
	<p>Respects divergent thinking to engage others in thoughtful discussion</p> <p>Demonstrates the ability to work independently within a group to promote learning, increase productivity, and achieve common goals</p> <p>Analyzes and constructs arguments and positions to provide examination of a full range of viewpoints</p> <p>Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks</p>
	<p>Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues</p> <p>Contributes to solutions that benefit the broader community</p> <p>Communicates effectively in multiple languages to make meaningful connections</p> <p>Promotes environmental stewardship</p> <p>Understands the foundations of our country and values our rights, privileges, and responsibilities</p> <p>Demonstrates empathy, compassion, and respect for others</p> <p>Acts responsibly and ethically to build trust and lead</p>
	<p>Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes</p> <p>Uses information to reveal and create ways to strengthen comprehension and deepen awareness</p> <p>Demonstrates divergent and ingenious thought to enhance the design/build process</p> <p>Expresses thought, ideas, and emotions masterfully through the arts</p> <p>Evaluates ideas and information sources for validity, relevance, and impact</p> <p>Reasons through and weighs evidence to reach conclusions</p>
	<p>Engages in healthy and positive practices and relationships to promote overall physical and mental well-being</p> <p>Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</p> <p>Uses time and financial resources wisely to set goals, complete tasks, and manage projects</p> <p>Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy</p>



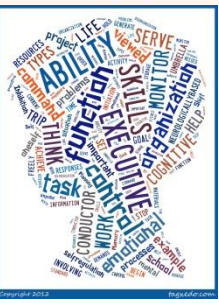
Goal-Directed and Resilient Individual

Engages in healthy and positive practices and relationships to promote overall physical and mental well-being

Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals

Uses time and financial resources wisely to set goals, complete tasks, and manage projects

Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy



Organization Inventory

The Organization Problems Inventory is a tool that can assist in determining the type of organizational problems a student might have.

The inventory is part of Chapter 9 of the WATI Assessing Students' Needs for Assistive Technology (ASNAT) 5th Edition - by Chapter.

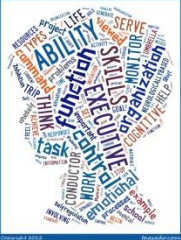
The website is:
<http://wati.org/?pageLoad=content/supports/free/index.php>

Organization Problems Inventory

For each of the following statements, consider whether this is a problem you (or a student) exhibits. If it is, place a check mark in the white box to the right of the statement.

I (or my student) have/has problems with:	1	2	3	4	5	6
1. Being as neat as other people expect me to be						
2. Completing long and complicated assignments						
3. Concentrating or remembering information when I am distracted by what is going on around me						
4. Deciding how to tell which tools, books, & notebooks go with each task or class						
5. Dividing a big job into sub-tasks						
6. Doing the hard work first before I am too tired or bored						
7. Doing things in the right order						
8. Estimating how much time is left						
9. Figuring out what is wrong if I accidentally skip a step						
10. Finding something if it's not exactly where I thought it should be						
11. Finding the right place (so I can find them again) for all the "things" I need to organize						
12. Finding things in my locker or desk						
13. Finishing a long task without a check-list or outside help						
14. Finishing detailed work without recueing or incentives						
15. Finishing work when the assignment is too vague or when I'm not given specific due dates						
16. Getting a task done without daydreaming						
17. Getting my work done in the allotted time						
18. Highlighting just the most vital information						
19. Keeping my notebook in order						
20. Keeping track of assignments						
21. Knowing how long something takes to complete						
22. Knowing which papers I should keep in my notebook / files						
23. Learning new things while sitting perfectly still						
24. Lining up math problems						
25. Listening to long and complex directions						
26. Making the best choices						
27. Memorizing seemingly unrelated information so I can retrieve it for a task or test						
28. Moving smoothly from one task to another without anxiety						
29. Not just putting everything in one pile						
30. Putting things in the correct folder						
31. Reading clocks						
32. Remembering how to do something unless I have practiced it over and over						
33. Remembering how to do things without a lot of repetition						
34. Remembering the final goal because I'm so caught up in the step by step process						
35. Talking in all the details that everyone else does						
36. Understanding how two things are related						
37. Understanding the benefit of doing things in a structured set of steps						
38. Skipping steps in a task unless they are written out						

WATI Student Information Guide



Chapter 1 - Assistive Technology Assessment



WATI Student Information Guide
SECTION 8
Organization

1. Difficulties Student has with Organization (Check all that apply.)

<p>Self management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unable to self regulate behavior and attention <input type="checkbox"/> Easily distracted <p>Time management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrives late <input type="checkbox"/> Misses deadlines <input type="checkbox"/> Poor transitions between activities <input type="checkbox"/> Struggles to settle down after transitions or when it is work time 	<p>Materials Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Messy work and storage areas <input type="checkbox"/> Lost papers and projects <input type="checkbox"/> Can't find work tools such as book, scissors or markers quickly <p>Information Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Breaking a large project into smaller steps <input type="checkbox"/> Organizing notes or review items <input type="checkbox"/> Completing multi-step tasks
---	--

2. Assistive Technology tried (Check all that apply.)

<p>Self:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fidgets <input type="checkbox"/> Sitting on a therapy ball, bounce or sitz cushions <input type="checkbox"/> Pressure or weighted vest <input type="checkbox"/> Concentration CD's or Mp3's <p>Information:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Folders <input type="checkbox"/> Tabs/Post Its <input type="checkbox"/> Highlighters <input type="checkbox"/> Study guides <input type="checkbox"/> Hand Held Recorders <input type="checkbox"/> Digital Organizers <input type="checkbox"/> Search tools/engines <input type="checkbox"/> Bookmarking tools <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Manipulatives/ Instructional Tutorials <input type="checkbox"/> Animations 	<p>Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Folders/ Containers/ Bins/ Boxes <input type="checkbox"/> Checklists <input type="checkbox"/> Coding <input type="checkbox"/> Filing <input type="checkbox"/> Portable electronic Storage <input type="checkbox"/> Computer based electronic storage <p>Time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clock analog vs. digital <input type="checkbox"/> Adapted clocks and watches <input type="checkbox"/> Talking readout <input type="checkbox"/> Large numbers <input type="checkbox"/> Visual cue <input type="checkbox"/> Timed reminder message <p>Schedules:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Picture <input type="checkbox"/> Worded <input type="checkbox"/> Calendar-based <input type="checkbox"/> Digital scheduler <input type="checkbox"/> Digital reminder
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3. Summary of Student's Abilities and Concerns Related to Organization

Goal-Directed Persistence

The ability to initiate tasks, plan and organize time and materials, solve problems, sustain effort, and follow through.



Show

Cognitive Flexibility/Shift

- *The ability to take perspectives, make connections, think flexibly and move freely from one situation to another.*



Self-Control

The ability to inhibit and regulate emotional and behavioral responses, and read and respond appropriately to social situations.



Show

Attention and Focus

The ability to filter out distractions and sustain concentration in order to think, listen, or watch with interest.



(c) 2010 Daniel J. Simons

Working Memory

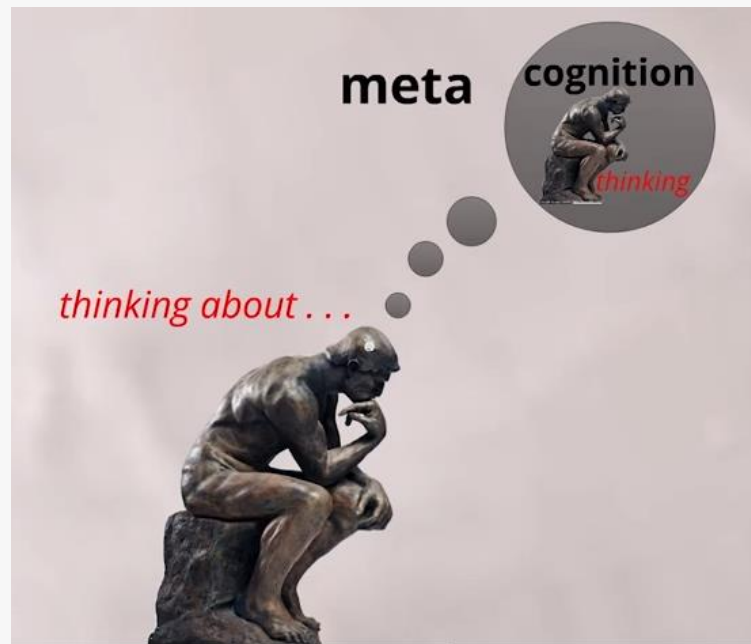
The ability to mentally store, retrieve, and use information for a task.



Show

Metacognition

The ability to analyze, understand, and monitor one's learning and thinking.





Low Tech Tools

- ❑ *Color Coding*
- ❑ *Calendars*
- ❑ *Self-Monitoring Tape*
- ❑ *Visual Schedules*

Low Tech Tools

- *Portable supplies and multiple locations*
- *Launching Pad*
- *Accordion binder*
- *Weekly “clean sweep”*



This helps support
Goal-Directed Persistence:
Time Management
Materials Management

Low Tech Tools



❑ *Prioritizing Strategies*

- *“Anxiety” categorization (What makes you most nervous? – do it first)*
- *Color coding from “hot/red” to “cool/blue”*
- *Arrow Tabs and Page Markers on pages in the book to denote most important information that must be learned*



This helps support
Goal-Directed Persistence:
Information Management
Time Management
Materials Management

Low Tech Tools



Calendars

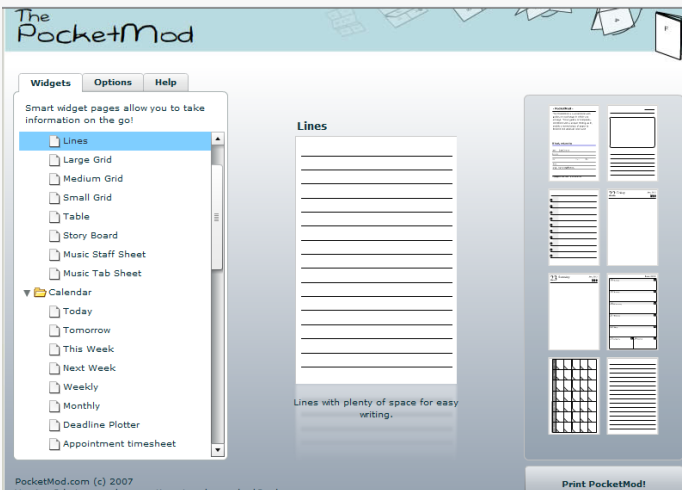


Calendars that Work

<http://www.calendarsthatwork.com/>

WEEKLY MENU PLANNER ISSUES978.COM

	BREAKFAST	LUNCH	DINNER	SNACKS
SUNDAY				
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				



This helps support
Goal-Directed Persistence:
Information Management
Time Management
Materials Management

Low Tech Tools



- ❑ *Wipe-off Schedule*
 - *Create a schedule (daily, weekly)*
 - *Put in a plastic frame*
 - *Use an erasable marker to check off tasks as completed*
 - *Update the date each week*



This helps support
Goal-Directed Persistence:
Time Management

Low Tech Tools



- ❑ **Self Monitoring Tape for Sustaining Attention**
 - Includes tones or beeps at irregular intervals
 - Students record their attending behavior when they hear the tone.

Worksheet # 4
Self-Management Device

Student Name:	Week of:
Teacher Name:	Subject:

Directions:
 Circle **Yes** if you are sustaining attention when you hear the tone.
 Circle **No** if you are not sustaining attention when you hear the tone.

Mon	Sustaining Attention?		Tues	Sustaining Attention?		Wed	Sustaining Attention?	
Tone 1	Yes	No	Tone 1	Yes	No	Tone 1	Yes	No
Tone 2	Yes	No	Tone 2	Yes	No	Tone 2	Yes	No
Tone 3	Yes	No	Tone 3	Yes	No	Tone 3	Yes	No
Tone 4	Yes	No	Tone 4	Yes	No	Tone 4	Yes	No
Tone 5	Yes	No	Tone 5	Yes	No	Tone 5	Yes	No
Tone 6	Yes	No	Tone 6	Yes	No	Tone 6	Yes	No
Tone 7	Yes	No	Tone 7	Yes	No	Tone 7	Yes	No
# 8	Yes	No	# 8	Yes	No	# 8	Yes	No

Thur	Sustaining Attention?		Fri	Sustaining Attention?	
Tone 1	Yes	No	Tone 1	Yes	No
Tone 2	Yes	No	Tone 2	Yes	No
Tone 3	Yes	No	Tone 3	Yes	No
Tone 4	Yes	No	Tone 4	Yes	No
Tone 5	Yes	No	Tone 5	Yes	No
Tone 6	Yes	No	Tone 6	Yes	No
Tone 7	Yes	No	Tone 7	Yes	No
# 8	Yes	No	# 8	Yes	No

Number of YES responses this week:

This helps support
Goal-Directed Persistence:
 Time Management
Self-Control
Attention and Focus

Low Tech Tools



❑ Visual Schedules

- A visual way of letting students know what activities they will be doing today and in what order...
- Allows students to be more independent
- Sets up a natural hierarchy of activities which add motivation to work through non-preferred tasks to get to preferred tasks which reinforces completing ALL activities
- Controls inappropriate behaviors, too!



This helps support
Goal-Directed Persistence:
Time Management
Cognitive Flexibility/Shift
Working Memory

Low Tech Tools



❑ Strategy Cards

- *Students identify strategies to use in situations where their emotions may get out of control*
- *Students use a template to make cards showing the strategy in words and visuals*
- *May serve as a reminder to help students make better self-management decisions*



This helps support:
Self-Control

Low Tech Tools



❑ *Vibrating Watch*

- *Watches are available that can be set to vibrate and show a reminder phrase at the programmed time. Students can program reminders to go off at the beginning or end of class such as “Turn in homework“.*



This helps support
Goal-Directed Persistence:
Time Management



Tech Tools

- ❑ *MS Word & PowerPoint*
- ❑ *Graphic Organizers*
- ❑ *Notetaking*

Tech Tools for Reading



□ Tools for Academic Performance

George Washington



George Washington (February 22, 1732 - December 14, 1799) was a central, critical figure in the founding of the United States, as well as the **nation's first president (1789-1797)**, after **leading the Continental Army to victory over the Kingdom of Great Britain in the American Revolutionary War (1775-1783)**.

Washington was seen as symbolizing the new nation and **republicanism** in practice. His devotion to civic virtue made him an **exemplary** figure among early American politicians. During Washington's funeral oration, Henry Lee said that of all Americans, he was "first in war, first in peace, and first in the hearts of his countrymen." Washington has been consistently ranked by scholars as one of the top three U.S. Presidents (with Abraham Lincoln and Franklin D. Roosevelt).

George Washington was **born on February 22, 1732**, the first son of Augustine Washington and his second wife, Mary Ball Washington, on the family's Pope's Creek Estate near present-day Colonial Beach in Westmoreland County, Virginia.

Use the text highlight tool to:

- *find main ideas, key details, new vocabulary*
- *interacting with text may help students focus*
- *emerging readers highlight words they don't understand and return to them later*

This helps support

Goal-Directed Persistence:

Information Management

Attention Focus

Metacognition

Tech Tools for Reading



□ Tools for Academic Performance – Text Compactor

Text Compactor
Free Online Automatic Text Summarization Tool

Home
About

Follow these simple steps to create a summary of your text.

Step 1
Type or paste your text into the box.

Step 2
Drag the slider, or enter a number in the box, to set the percentage of text to keep in the summary.

50 %

Helps students to:

- *find main ideas*
- *interacting with text may help students focus*
- *allows students to pre or post read summary materials*

This helps support
Goal-Directed Persistence:
Information Management
Attention Focus
Metacognition

Tech Tools for Reading



❑ Tools for Academic Performance - Rewordify

Enter English text or a web site to simplify:

Rewordify text

Rewordify.com lets you read more, understand more, learn more words, and teach more effectively. It simplifies English, teaches vocabulary, creates learning materials, and lets you create documents to teach people all over the world. It has many more features, and it's all free. Read more below. [do the demo](#), [watch the videos](#), and [contact us](#) for help.

Live stats: update in 15 seconds	
Home page views:	714,468
Words examined:	412,736,931
Words rewordified:	17,554,816

Words currently being learned:
Physician, ungrateful, surrender, astonishingly, take place, abstinence, exploit, regime, outcast, briskly...

[Video](#)

Helps students to:

- *interact with text which may help with focus*
- *simplify text to increase understanding*

This helps support
Goal-Directed Persistence:
Information Management
Attention Focus
Metacognition

Taking Notes

Skills Needed for Note-Taking

- Sustained attention
- Ability to receive (written text or lecture) and process information (identifying main ideas and details) simultaneously
- Ability to comprehend the text
- Capacity to identify important information and determine what to write
- Organization and production of intelligible notes
- Handwriting (if using paper-and-pencil method) or computer skills

<http://iris.peabody.vanderbilt.edu/module/ss2/perspectives-and-resources/what-study-skills-strategies-can-improve-students-academic-performance/page-5-note-taking/#content>

Tech Tools for Taking Notes



□ Tools for Using MS Word

Data Chart for Note Taking			
Sandy M. Greek Olympics	When were the first Greek Olympics?	Where were the first Greek Olympics?	When and where were the first modern Olympics?
Source #1	the ancient Olympic Games began in 776 BC	the Games were held in Olympia every four years for almost 12 centuries	the first modern Olympics were held in Athens, Greece in 1896
Source #2	the first recorded Ancient Olympic Games were in 776 BC	the Olympic Games were held in a village called Olympia	the modern Olympic games began in 1896
Source #3	the earliest reliable date that recorded history gives for the first Olympics is 776 BC but historians presume the Games began well before then	the games were held at Olympia in midsummer of 774 BC	thirteen countries competed at the first modern Olympic games in Athens, Greece in 1896

Students can use a data chart organizer for taking notes and keeping track of sources.

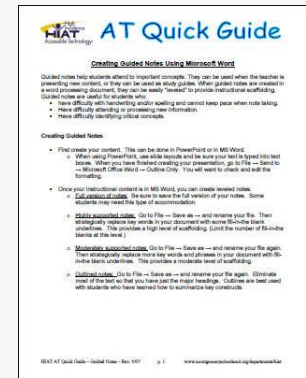
This helps support
Goal-Directed Persistence:
Information Management
Attention and Focus
Working Memory
Metacognition

Tech Tools for Taking Notes



❑ Guided Notes

- ❑ *Facilitate note-taking for struggling students*
- ❑ *Skeleton outline containing main points with blank spaces for students to fill in*
- ❑ *May include key terms, phrases, and definitions*
- ❑ *Requires students to actively respond & improves their note taking*
- ❑ *Choose a format to use consistently*



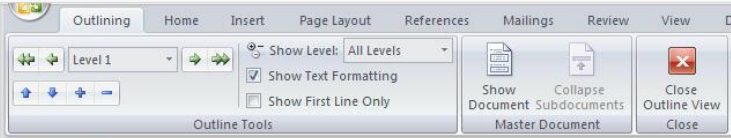
This helps support:
Goal-Directed Persistence:
Information Management
Attention and Focus
Working Memory



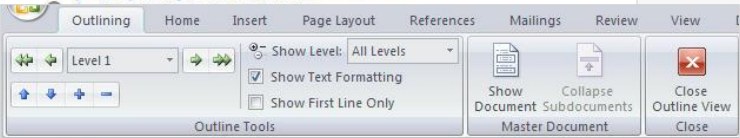


Tech Tools for Taking Notes

▣ Guided Notes from Outlines



- ▣ I. Greece
- ⊕ II. People adapted to their environment in different ways.
 - ⊕ A. Physical Characteristics
 - ▣ 1. Located among mountains and hills
 - ▣ 2. Limited rich soil
 - ▣ 3. Surrounded by the Mediterranean Sea
 - ⊕ B. Human Characteristics
 - ▣ 1. People were farmers
 - ▣ 2. People were shipbuilders
 - ▣ 3. People were traders
 - ⊕ C. Ways they adapted to their environment



- ▣ I. Greece
- ⊕ II. People adapted to their environment in different ways.
 - ⊕ A. Physical Characteristics
 - ▣ 1. Characteristic
 - ▣ 2. Characteristic
 - ▣ 3. Characteristic
 - ⊕ B. Human Characteristics
 - ▣ 1. People were
 - ▣ 2. People were
 - ▣ 3. People were
 - ⊕ C. Ways they adapted to their environment
 - ▣ 1. Adaptation
 - ▣ 2. Adaptation
 - ▣ 3. Adaptation

I. Greece

II. People adapted to their environment in different ways.

A. Physical Characteristics

1. Located among _____ and _____
2. with _____ rich soil and _____
3. _____ by the _____ Sea

B. Human Characteristics

1. People were _____
2. People were _____
3. People were _____

C. Ways they adapted to their environment

1. People _____ on hillsides
2. small independent _____ developed because of the many _____
3. trading took place on the _____ Sea

This helps support:

Goal-Directed Persistence:

Information Management

Attention and Focus

Working Memory

Tech Tools for Taking Notes



❑ Guided Notes – PowerPoint Notes View

WHAT were Loyalists and Patriots?




Patriots were the people in the American colonies that wanted to break away from England



They **wanted independence** for the colonies



WHAT were Loyalists and Patriots?



Picture by Richard Stein

Patriots were _____ in the American _____ that
wanted to _____ from England. They
_____ for the colonies.



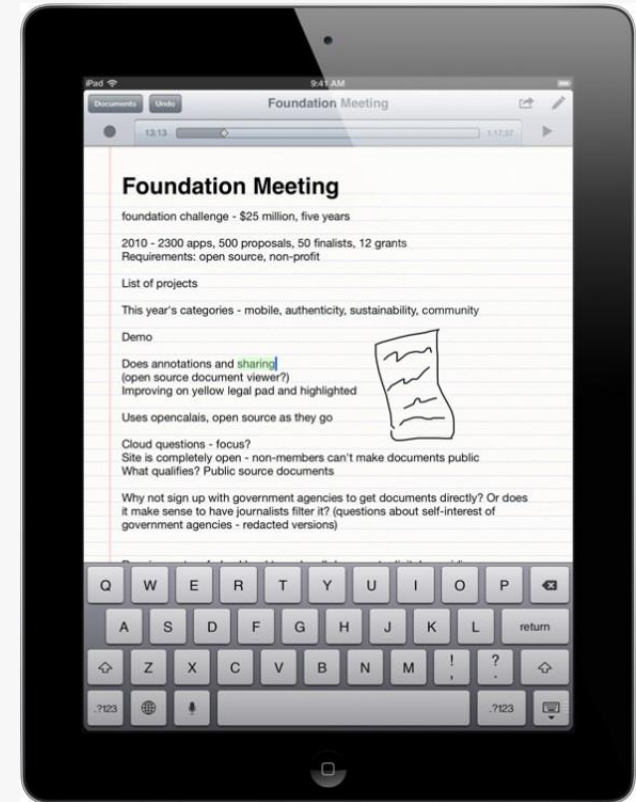
This helps support:
Goal-Directed Persistence:
Information Management
Attention and Focus
Working Memory

Tech Tools for Taking Notes



❑ Notetaking

- *Digital Recorder*
- *Livescribe Pen - Records audio and notes synchronously*
- *AudioNote or SoundNote Apps*
- *OneNote*



Tech Tools for Taking Notes



❑ Smartpen

- *Students can take notes in class using the smartpen*
- *Option of audio recording*
- *Upload to computer*
- *Organize by subject*
- *Search by keyword*



This helps support:

Goal-Directed Persistence:

Information Management

Materials Management

Attention and Focus

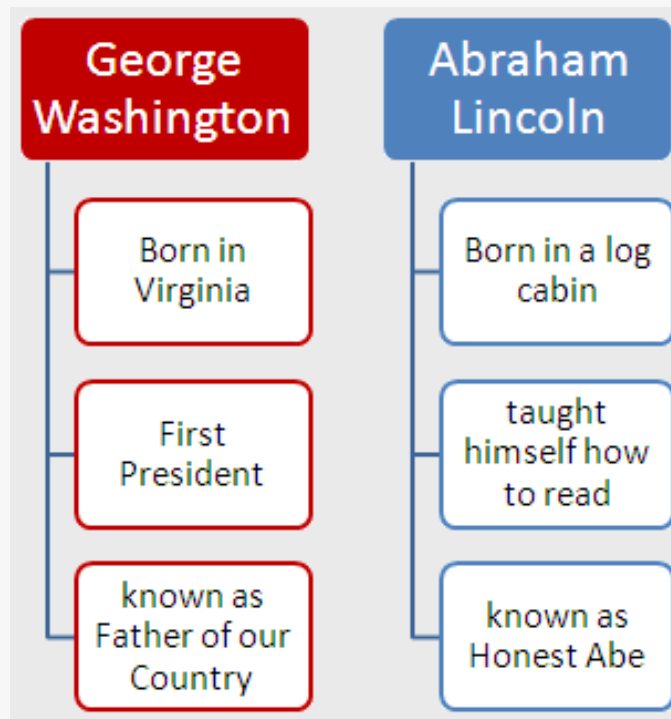
Working Memory

Metacognition

Tech Tools for Writing



□ Using Graphic Organizers



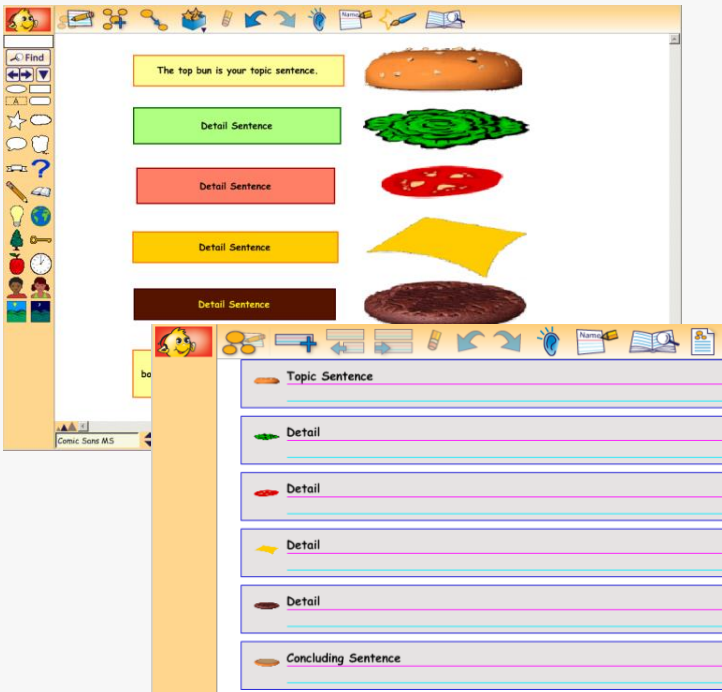
SmartArt in MS Word

This helps support:
Goal-Directed Persistence:
Information Management
Attention and Focus
Working Memory
Metacognition

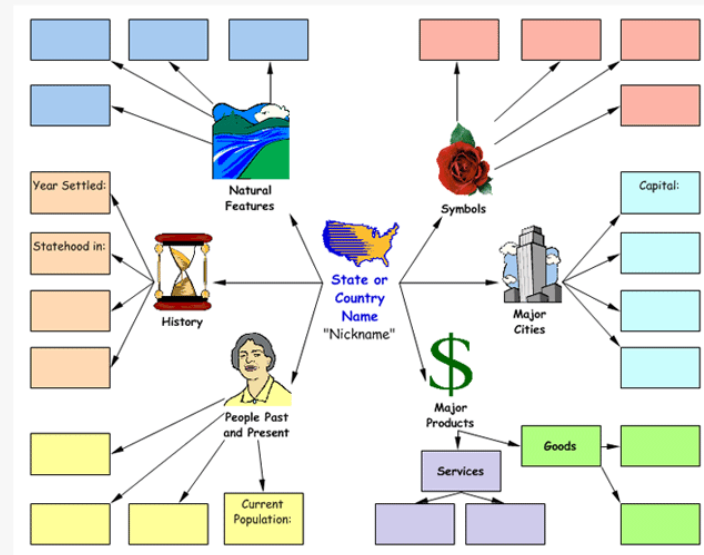
Tech Tools for Writing

Kidspiration Templates

Use templates to help students structure their writing



Hamburger Paragraph



Research

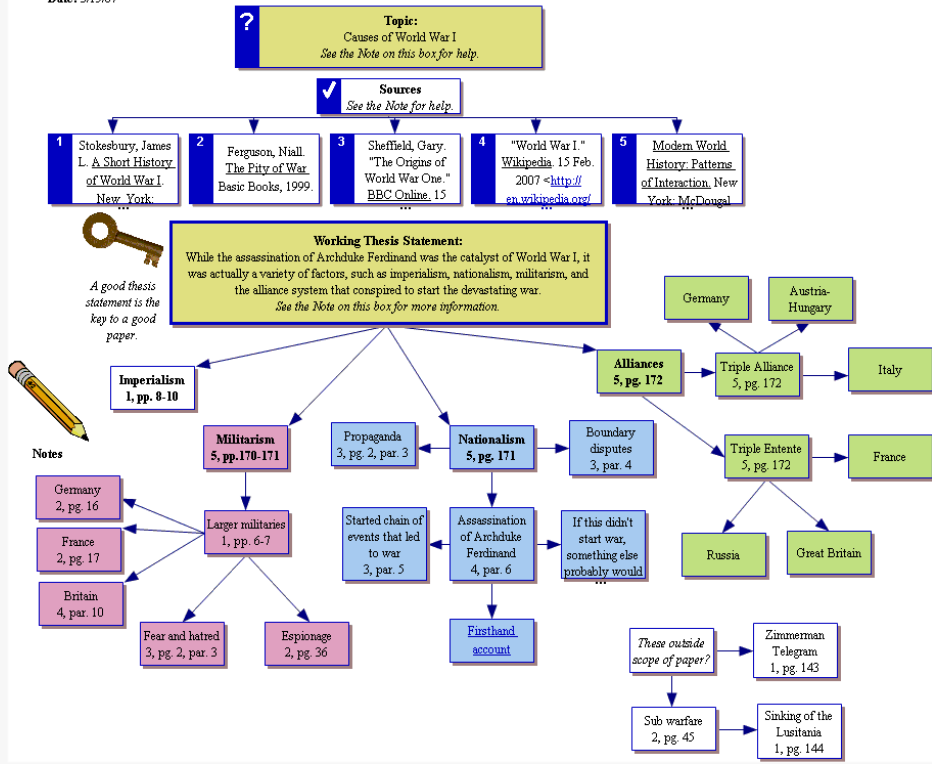
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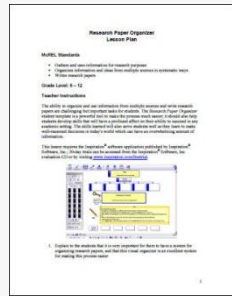
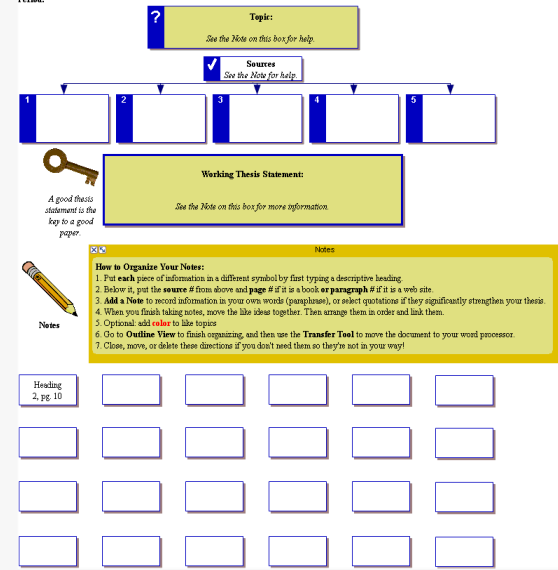
Tech Tools for Writing

Inspiration Research Organizer Template

Research Paper Organizer
 Name: Rick Reynolds
 Period: 1
 Date: 3/15/07



Research Paper Organizer
 Name:
 Date:
 Period:



This helps support:

- Goal-Directed Persistence:
- Information Management
- Attention and Focus
- Working Memory
- Metacognition

Tech Tools for Writing

Using Graphic Organizers

NAME: _____

TOPIC

Education World
The Educator's Best Friend™

NAME: _____

TOPIC

What Happened

Where It Happened

When It Happened

Who It Happened To

How It Happened

Why It Happened

Education World
The Educator's Best Friend™



Life Cycle Chart

THE LIFE CYCLE OF:
Name here

Education World
The Educator's Best Friend™

OUTCOME
Type here

PROBLEM
Type here

CHARACTERS
Type here

ACTION
Type here

TITLE and AUTHOR:
Type here

SETTING
Type here

Education World
The Educator's Best Friend™

NAME: _____

TOPIC

Education World
The Educator's Best Friend™

NAME: _____

TOPIC

K	W	H	L
What I Know	What I Want to Know	How I'll Learn It	What I Learned

Education World
The Educator's Best Friend™

This helps support:

- Goal-Directed Persistence:
- Information Management
- Attention and Focus
- Working Memory
- Metacognition

A circular word cloud graphic in the top left corner, featuring various words related to learning and technology such as 'ABILITY', 'FUNCTION', 'EQUIPMENT', 'MONITOR', 'SERVE', 'LIFE', 'CONDUCTOR', 'MATERIAL', 'SKILLS', 'MANAGEMENT', 'INITIATE', 'WORKING', 'MEMORY', 'GOAL-DIRECTED', 'PERSISTENCE', 'TIME', 'MANAGEMENT', 'MATERIALS', 'MANAGEMENT', 'INITIATE', 'TASKS', 'WORKING', 'MEMORY'.

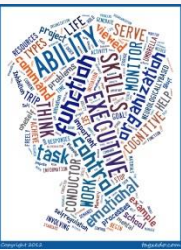
Tech Tools for Managing Long Term Assignments

□ *Tools for Using MS Word*

- Select a book by July 2
- Read book by July 14
- Complete introduction
- Complete body of book report
- Complete conclusion of book report
- Final project due by July 25

*Use the forms feature of MS Word
to create a checklist*

This helps support:
Goal-Directed Persistence:
 Time Management
 Materials Management
 Initiate Tasks
Working Memory



Tech Tools for Managing Materials

□ Email

- *When teachers request a hard copy of an assignment, have the child email the assignment to his teacher or his/her own account. Then, the student can print it out at school if it is misplaced.*



This helps support:
Goal-Directed Persistence:
Materials Management
Follow through

Working Memory - Keyword



Over the last thirty years, more than forty research studies have documented the effectiveness of mnemonic strategy instruction. These strategies have been shown to be effective for elementary and secondary students with mild disabilities (e.g., LD, intellectual disability, emotional disturbance). (Scruggs, Mastropieri, Berkeley, & Marshak, 2010)

Image of a cow sitting on a pile of sand in a flat-bottomed boat with square ends



- “Scow,” think of keyword “cow.”
- Remember the picture of the cow sitting in the boat filled with sand.
- This will help you remember that “scow” means “a large flat-bottomed boat with broad square ends used chiefly for transporting sand, gravel, or refuse.”

<http://iris.peabody.vanderbilt.edu/module/ss2/perspectives-and-resources/what-study-skills-strategies-can-improve-students-academic-performance/page-4-mnemonics/#content>

Working Memory - First Letter



Capitalization
Overall appearance
Punctuation
Spelling

Where Do I Get Images?

- [Google Images](#)



Advanced Google Search

- [Tag Galaxy](#)

<http://iris.peabody.vanderbilt.edu/module/ss2/perspectives-and-resources/what-study-skills-strategies-can-improve-students-academic-performance/page-4-mnemonics/#content>

Self-Regulation



➤ Self-monitoring

➤ Self-instruction

➤ Goal-setting

➤ Self-reinforcement

<http://iris.peabody.vanderbilt.edu/module/ss2/perspectives-and-resources/what-study-skills-strategies-can-improve-students-academic-performance/page-8-self-regulation/#content>

Mobile Tech Tools

❑ *Electronic Organizers*



Mobile Tech Tools



□ Using Photos

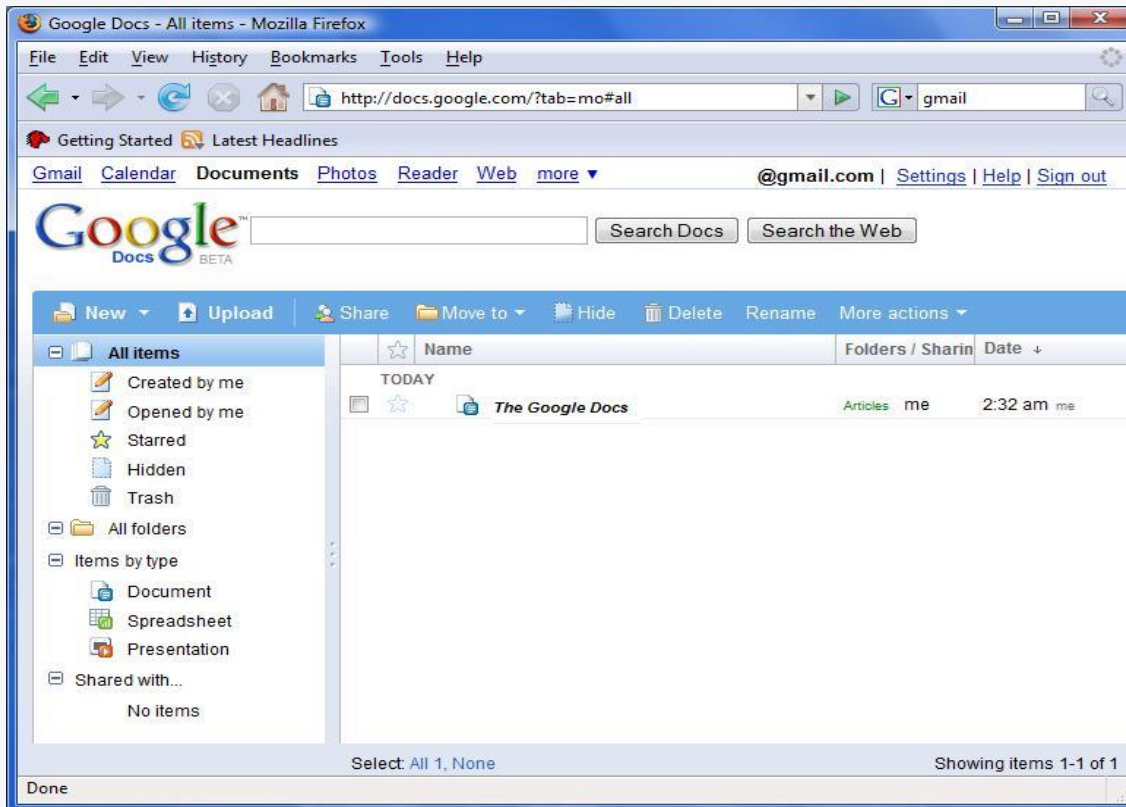


Many mobile devices have the capability of taking pictures. For example, students could take a picture of the assignment that the teacher wrote on the board, or a picture of the way their desk should be organized.

This helps support:
Goal-Directed Persistence:
Follow Through
Working Memory

Mobile Tech Tools

Organizing Digital Files



Google Docs

This helps support:
Goal-Directed Persistence:
Materials Management



Internet Resources

- ❑ *Online Checklist Creator*
- ❑ *Flash Cards*
- ❑ *Rubrics*
- ❑ *Study Guides and Strategies*

A circular word cloud graphic in the top left corner. The words are arranged in a circle and include terms like 'ABILITY', 'FUNCTION', 'EQUINE', 'CONDUCTOR', 'MONITOR', 'SERVE', 'LIFE', 'PAPER', 'NOTEBOOK', 'PEN', 'PENCIL', 'CHECKLIST', 'EVALUATE', 'BEHAVIORS', 'PREPARED', 'CLASS', 'STUDENTS', 'ADHD', 'INTERVENTION', 'PERFORMANCE', 'MATERIALS', 'ORGANIZATION', 'CONTENT', 'STRATEGIES', 'IMPROVE', 'ACADEMIC', 'VANDERBILT', 'PEABODY', 'IRIS', 'SS2', 'PERSPECTIVES', 'RESOURCES', 'WHAT', 'STUDY', 'SKILLS', 'CAN', 'IMPROVE', 'STUDENTS', 'ACADEMIC', 'PERFORMANCE', 'PAGE', '6', 'MATERIALS', 'ORGANIZATION', 'CONTENT'.

Checklists

Middle school students with ADHD who often were not prepared for class (i.e., being punctual, being ready for class [seated, eyes on teacher], and having supplies [paper, notebook, pen or pencil]) were taught how to self-monitor their actions by using a checklist and to self-evaluate how well they followed the behaviors on that checklist. On average these students were prepared for class less than 50% of the time prior to the intervention in comparison to an average of 100% after it.

(Gureasko-Moore, DuPaul, & White, 2007)

<http://iris.peabody.vanderbilt.edu/module/ss2/perspectives-and-resources/what-study-skills-strategies-can-improve-students-academic-performance/page-6-materials-organization/#content>

Internet Resources



❑ Online Checklist Creator

- Choose the grade level for the type of project you want your students to do.
- You can choose from writing, presentation, multimedia, or science projects.
- You can make a checklist with the touch of a button!



<http://pblchecklist.4teachers.org/checklist.shtml>

This helps support:
Goal-Directed Persistence:
Time Management
Materials Management
Initiate Tasks
Working Memory

Internet Resources

❑ Flash Cards

- <http://www.quizlet.com>
- <http://www.studystack.com>
- <http://www.funnelbrain.com>
- <http://www.studyblue.com>
- <http://www.proprofs.com>
- <http://www.aplusmath.com>
- <http://www.spellingcity.com>



This helps support:
Working Memory
Attention and Focus
Metacognition

Internet Resources



❑ Rubrics

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.

<http://rubistar.4teachers.org/>

Helps students know what is expected ahead of time so they can plan accordingly.

This helps support:
Attention and Focus
Metacognition

A circular word cloud graphic containing various educational and professional terms such as 'ABILITY', 'FUNCTION', 'EQUIPMENT', 'CONDUCTOR', 'NOR', 'PRACTICAL', 'MONITOR', 'SKILLS', 'SERVE', 'LIFE', 'SERVICE', 'HELP', 'LAST', 'DAILY', 'MATTER', 'PERSONAL', 'LEVEL', 'INDUSTRIAL', 'TECHNOLOGY', 'TEACHING', 'LEARNING', 'ASSESSMENT', 'RUBRICS', 'ASSOCIATION', 'PROFESSOR', 'DEPARTMENT', 'UNIVERSITY', 'STUDENT', 'TEACHER', 'RESEARCH', 'PROJECT', 'PRESENTATION', 'POWERPOINT', 'BLOG', 'WIKI', 'WEB PAGE', 'COOPERATIVE', 'LEARNING', 'PORTFOLIO', 'REPORT', 'PODCAST', 'ORAL', 'WEB 2.0', 'TEACH-NOLOGY', 'TECHNOLOGY', 'TEACHING', 'LEARNING', 'ASSESSMENT', 'RUBRICS', 'ASSOCIATION', 'PROFESSOR', 'DEPARTMENT', 'UNIVERSITY', 'STUDENT', 'TEACHER', 'RESEARCH', 'PROJECT', 'PRESENTATION', 'POWERPOINT', 'BLOG', 'WIKI', 'WEB PAGE', 'COOPERATIVE', 'LEARNING', 'PORTFOLIO', 'REPORT', 'PODCAST', 'ORAL', 'WEB 2.0'.

Internet Resources

Rubrics

Rubrics for Assessment

A collection of rubrics for assessing portfolios, cooperative learning, research process/ report, PowerPoint, podcast, oral presentation, web page, blog, wiki, and other web 2.0 projects.

<http://www.uwstout.edu/soe/profdev/rubrics.cfm?THEBIGDEALBOOK=634611295785560000>

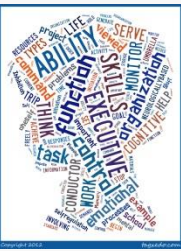
Online Teacher Resource

http://www.teach-nology.com/web_tools/rubrics/



This helps support:
Attention and Focus
Metacognition

Internet Resources



Study Guides and Strategies



Folders

- Learning/studying
- Time/project management
- Reading/research
- Writing
- Memorizing/testing
- Teaching/curriculum
- Workplace
- Math/bibliographies
- Exercises/games
- Author pages

Afrikaans	አማርኛ
العربية	অসমীয়া
বাংলা	မြန်မာ
中文	Česky
Dansk	Deutsch
English	Español
Ewe	Français
Ελληνικά	עברית
हिंदी	Hrvatski
Indonesia	Italiano
日本語	Kabiye
Kiswahili	한국말
Luganda	Magyar
Malay	Melado
فارسی	Polski
Português	Русский
Romana	Српски
Svenska	தமிழ்
Türkçe	Tiếng Việt

This helps support:
Metacognition

<http://www.studygs.net>



Internet Resources

❑ *Assistive Technology to Support Executive Functions*

KoolTools4Students

<http://kooltools4students.weebly.com/at-and-executive-functioning.html>

How to Help a Child with Weak Working Memory

<http://www.ncl.org/types-learning-disabilities/executive-function-disorders/how-to-help-child-with-weak-working-memory>

Executive Function Skills and Assistive Technology

http://www.onlinedigeditions.com/article/Executive_Function_Skills_and_Assistive_Technology/1538179/179980/article.html



Other Resources

- ❑ *Reference Materials*

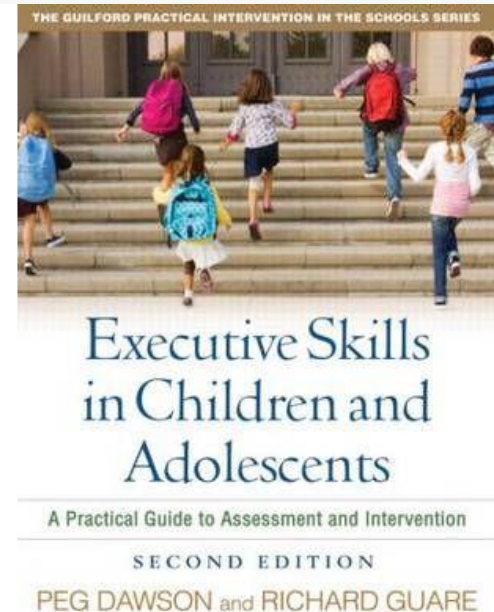
Other Resources



❑ *Executive Skills in Children and Adolescents*

Practical Intervention in Schools by Peg Dawson EdD and Richard Guare Phd

This book provides step-by-step guidelines and many practical tools to promote executive skill development by implementing environmental modifications, individualized instruction, coaching, and whole class interventions.

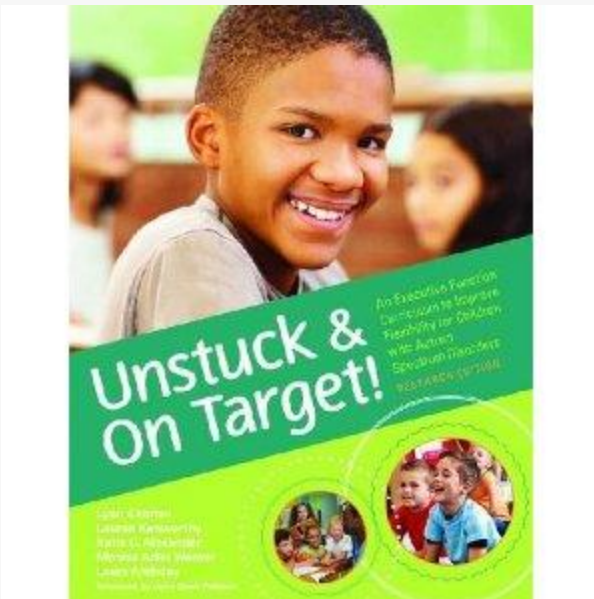


Other Resources

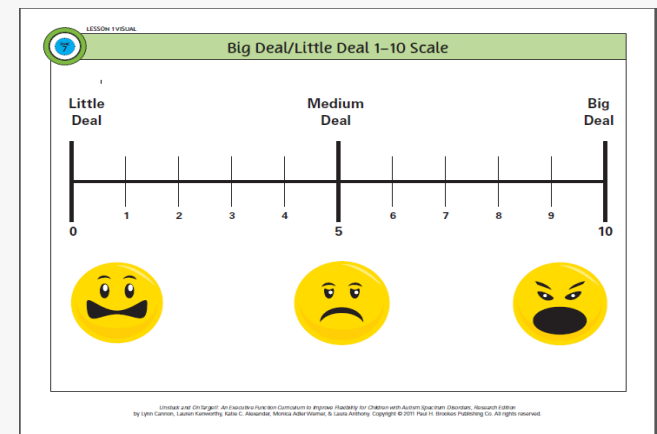
❑ *Unstuck & On Target!*

An Executive Function Curriculum to Improve Flexibility for Children with Autism Spectrum Disorders by Lynn Cannon, Lauren

Kenworthy, Katie Alexander, Monica Adler-Werner, Laura Gutermuth Anthony, and John Elder Robinson.



A CD with activities is also provided

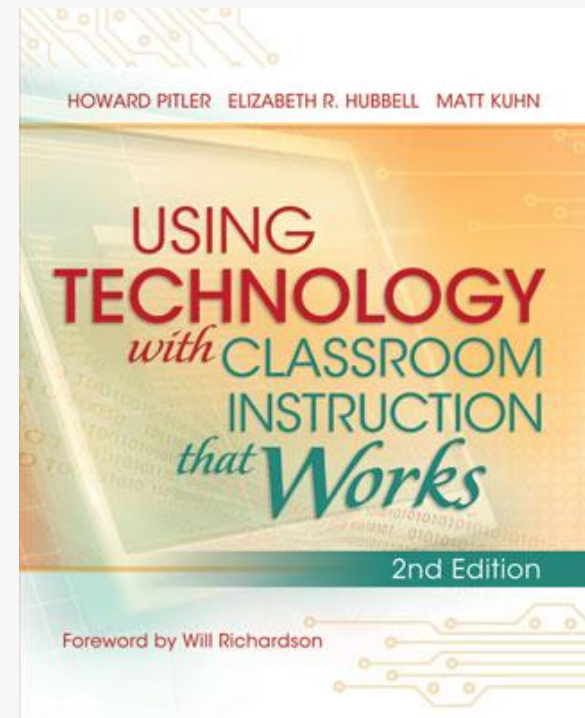


Other Resources

❑ *Using Technology with Classroom Instruction that Works, 2nd Edition*

*by Howard Pitler, Elizabeth Hubbell,
Matt Kuhn*

*This book is about using technology as
one of several tools for providing good
instruction.*

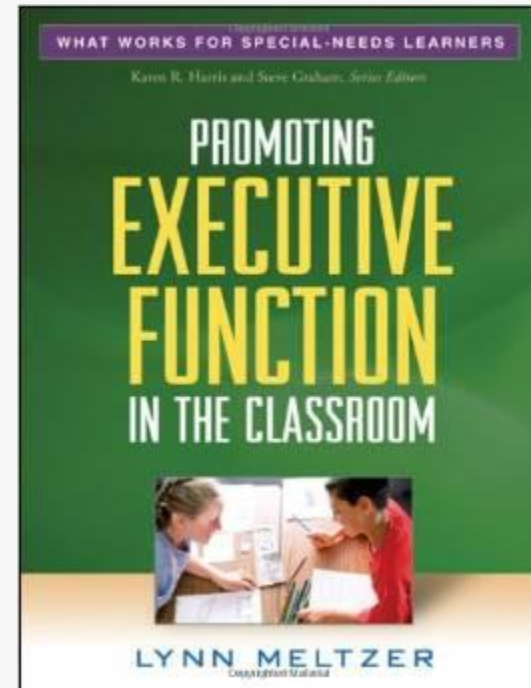


Other Resources

❑ *Promoting Executive Function in the Classroom*

by Lynn Meltzer

This book helps teachers incorporate executive function processes into the classroom curriculum.

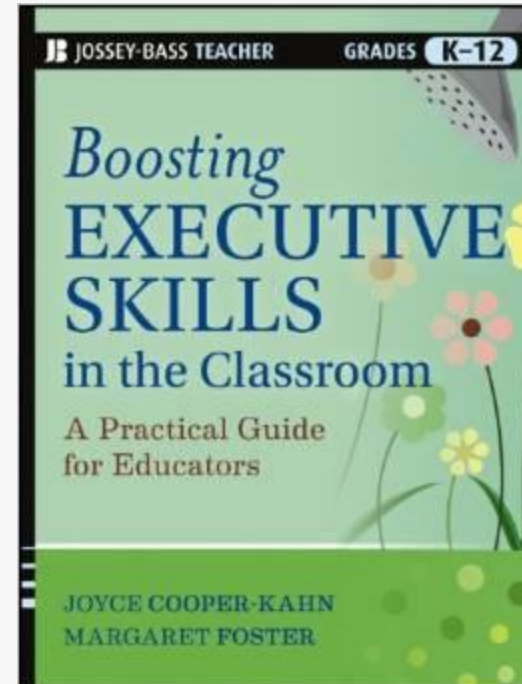


Other Resources

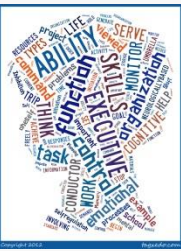
❑ *Boosting Executive Skills in the Classroom: A Practical Guide for Educators*

*By Joyce Cooper-Kahn
Margaret Foster*

This book offers strategies to help students with executive function challenges.



Other Resources

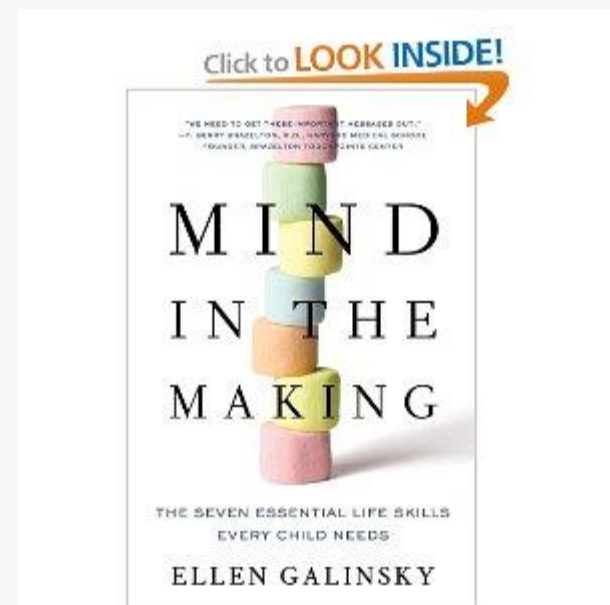


❑ *Mind in the Making: The Seven Essential Life Skills Every Child Needs*

by Ellen Galinsky

This book is about life skills such as:

- *Focus and self-control*
- *Perspective taking*
- *Communicating*
- *Making connections*
- *Critical thinking*
- *Taking on challenges*
- *Self-directed engaged learning*

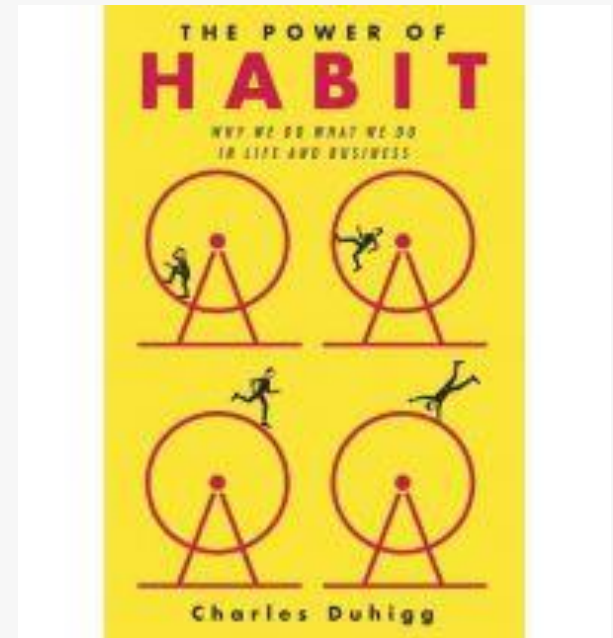


Other Resources

❑ *The Power of Habit: Why we do what we do in life and business*

by Charles Duhigg

This book explains why habits exist and how they can be changed.



A circular word cloud graphic in the top left corner, featuring various terms related to education and technology such as 'ABILITY', 'FUNCTION', 'EQUIPMENT', 'MONITOR', 'SERVE', 'SKILLS', 'ORGANIZATION', 'CONDUCTOR', 'MORALE', 'PRACTICES', 'TOOLS', 'SUCCESSFUL', 'STUDENTS', 'WATI', 'TECHNOLOGY', 'INNOVATIVE', 'PRACTICES', 'ASSISTIVE', 'TOOLS', 'SUCCESSFUL', 'STUDENTS'.

Other Resources

- ❑ *Assessing Students' Needs for Assistive Technology (Chapter 9 – Assistive Technology for Organization) - WATI*

<http://www.wati.org/?pageLoad=content/supports/free/index.php>





Other Resources

❑ *IRIS Module*

The IRIS Center for Training Enhancements. (2013). *Study Skills Strategies (Part 2): Strategies that Improve Students' Academic Performance*. Retrieved on [November, 9, 2014r] from <http://iris.peabody.vanderbilt.edu/module/ss2/>



Other Resources

- ❑ *Google site with documents from this presentation*

<https://sites.google.com/site/execfuntion/>



Google



Your Ideas?

