

When Executive Skills are Lagging: Encouraging Achievement

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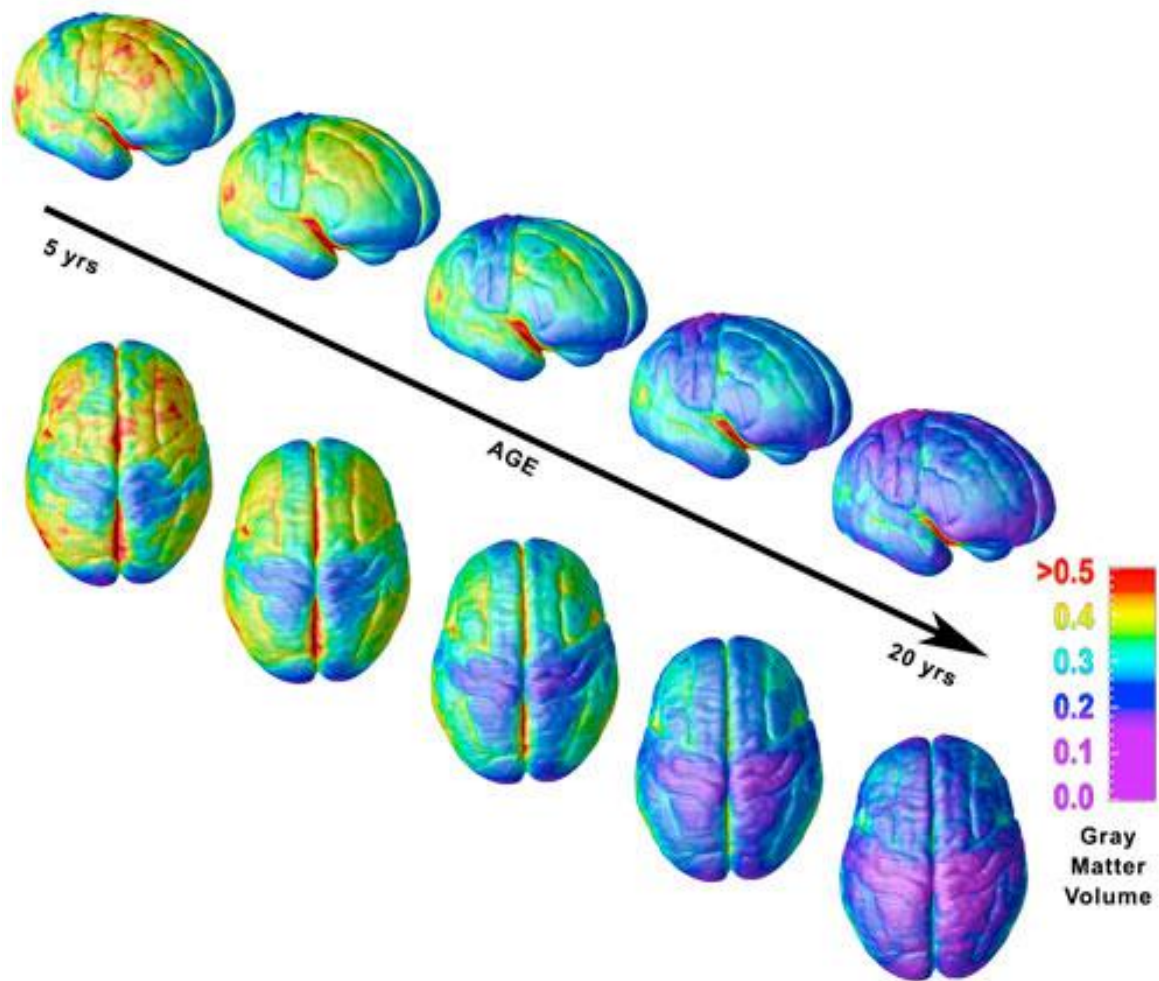
May 31, 2016



What Executive Function challenge do you see in the students that you work with?

Please record your response on the post-it note provided





4- to
13-year-olds

Over 150,000 in Print!

The Revolutionary "Executive Skills"
Approach to Helping Kids Reach
Their Potential

SMART *but* SCATTERED

Boost Any Child's Ability to:

- ✓ Get Organized
- ✓ Resist Impulses
- ✓ Stay Focused
- ✓ Use Time Wisely
- ✓ Plan Ahead
- ✓ Follow Through on Tasks
- ✓ Learn from Mistakes
- ✓ Stay in Control of Emotions
- ✓ Solve Problems Independently
- ✓ Be Resourceful

Peg Dawson, EdD, and Richard Guare, PhD

The "Executive Skills" Program for Helping
Teens Reach Their Potential

Over 50,000 in Print!

SMART *but* SCATTERED TEENS

Boost Any Teen's Ability to:

- ✓ Resolve conflict
- ✓ Assess risks
- ✓ Control emotions
- ✓ Work independently
- ✓ Pay attention
- ✓ Get organized
- ✓ Resist peer pressure
- ✓ Follow through
- ✓ Manage a schedule
- ✓ Plan ahead



Richard Guare, PhD, Peg Dawson, EdD,
and Colin Guare

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES



Executive Skills in Children and Adolescents

A Practical Guide to Assessment and Intervention

SECOND EDITION

PEG DAWSON and RICHARD GUARE

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Coaching Students with Executive Skills Deficits



PEG DAWSON
RICHARD GUARE

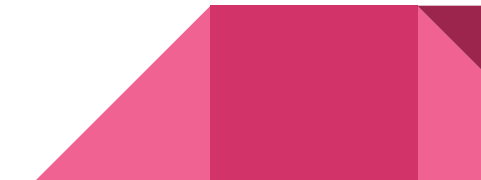


What is Executive Function?

Is an umbrella term describing
seven major types of self-regulation
that control behavior.



Seven Major Types

1. **Self-Awareness:** self directed attention
 2. **Self-Restraint:** inhibiting yourself
 3. **Non-Verbal Working Memory:** holding things in your mind to guide behavior
 4. **Verbal Working Memory:** internal speech
 5. **Emotional:** Using words and images along with self-awareness to alter how we feel about things
 6. **Self-Motivation:** the ability to get ourselves to do things when there are no outside consequences
 7. **Planning and Problem Solving:** finding new ways to do things.
- 

Four Major Circuits

The “**what circuit**” controls working memory, helping us execute the plans, goals, and specific steps needed to complete project.

The “**when circuit**” helps us organize in which order we complete activities, and address timelines.

The “**why circuit**” controls emotions-what we think about, and how we feel

The fourth circuit controls **self-awareness** of how we are feeling, and what is happening to us.



Two Dimensions of Executive Skills

Executive skills involving <i>thinking</i> (cognition)	Executive skills involving <i>doing</i> (behavior)
Working Memory	Response inhibition
Planning/prioritization	Emotional control
Organization	Sustained attention
Time management	Task initiation
Metacognition	Goal-directed persistence
	Flexibility



“The key to time management is strict and disciplined adherence to a rigid schedule, while remaining flexible enough to let anything happen at any time.”



Search: 29607107

" He only makes lists of things to do tomorrow. "

Questionnaires to Understand EF

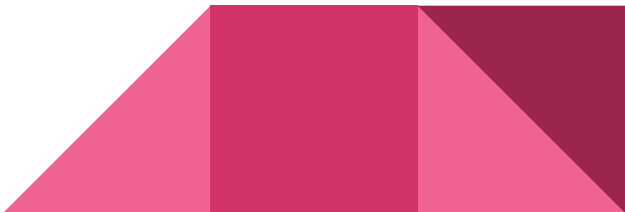


Group Share Out


How might knowing this information about you and your child be helpful?



How your own executive function strengths and weaknesses matter

- I am organized, why aren't you?
 - I am flexible, why aren't you?
 - I am calm, you get emotional/angry.
 - I am a neat freak, you are a slob.
 - I get it done right away, you procrastinate.
 - I don't interrupt, you do.
- 

What do you do when your strengths are your child's weaknesses?

- Make a point of identifying where you are weak and your child is strong.
 - Model with a sense of humor.
 - Be creative in using your strengths to help your child enhance their skills.
 - Remember to have a growth mindset attitude about the development of these skills and to use growth mindset language with your child.
- 

When you and your child share the same weakness...

- Work at it together and laugh about the shared weakness
- Work together to brainstorm solutions to common problems
- Remind yourself that you have survived, your child will too! :)
- Consider taking a systematic approach to addressing your own weakness at the same time you are addressing it with your child





If _____

Then ____

Space	Time	Organization/ Objects	People
Read the Room	Get on the Timeline	Read the Organization of the Space	Read the Person
<ul style="list-style-type: none"> • What's going on? • Expected? • Unexpected? • Wide Angle <ul style="list-style-type: none"> ◦ Zoom in 	<ul style="list-style-type: none"> • Pace • Time of day • What is happening at this moment in time • What is coming up? <ul style="list-style-type: none"> ◦ Predictable sequence 	<ul style="list-style-type: none"> • Objects • Parts • Location • Purpose 	<ul style="list-style-type: none"> • Face • Body • Appearance • Mood • Pace Saying



Situational Intelligence







Goggles



Turn in
HW



Lab
Notebook

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 ell
rings (**time**)

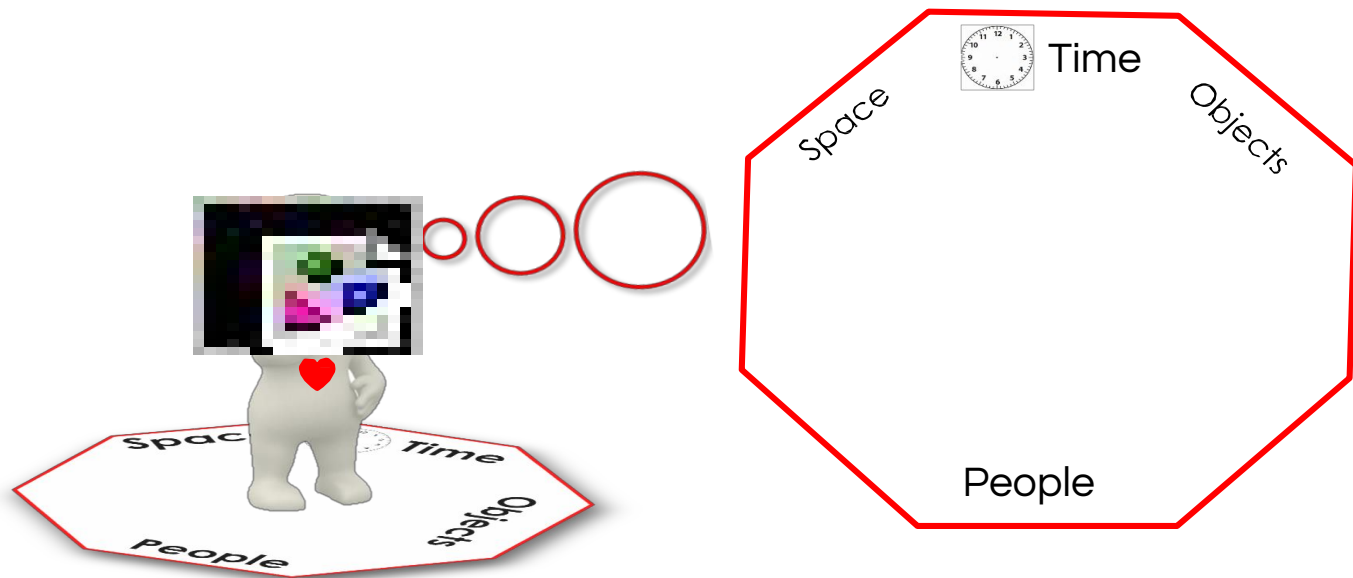
I need to get my poetry
journal (**object**) and then I
have science class next
(**time**) so I better get my lab
goggles **too(objects)**.

Mrs. Smith is a tough
teacher (**people**) I better
turn my journal in on time
so I do not lose points.

If _____
Then _____

Task Execution

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



The Working Clock – Seeing Hourly Time

Shade the Available Time

Draw How Much Time The Student Has

Identify/Sketch The “Future Picture Image” Factor

in time to ‘Get Ready’ and ‘Close out’ task

Create Time Markers:

- Start Time
- Stop Time
- Mid Point



Create Time Markers!



My Powerclock is a cool, easy set timer for setting the time to check in at the midpoint and self monitor how the time plan is going and adjust the plan accordingly.

Teaching Planning Skills

Day 1:
Day of the Week: _____

Top Three:

- ☐ Edit Paper
- ☐ Math
- ☐ History: read and Q's

Plan for the
"Maybes" and "The Go Withs"

Traffic

Late Scrimmage Stay to eat Cake



Teaching Planning Skills

Day 1:
Day of the Week: _____

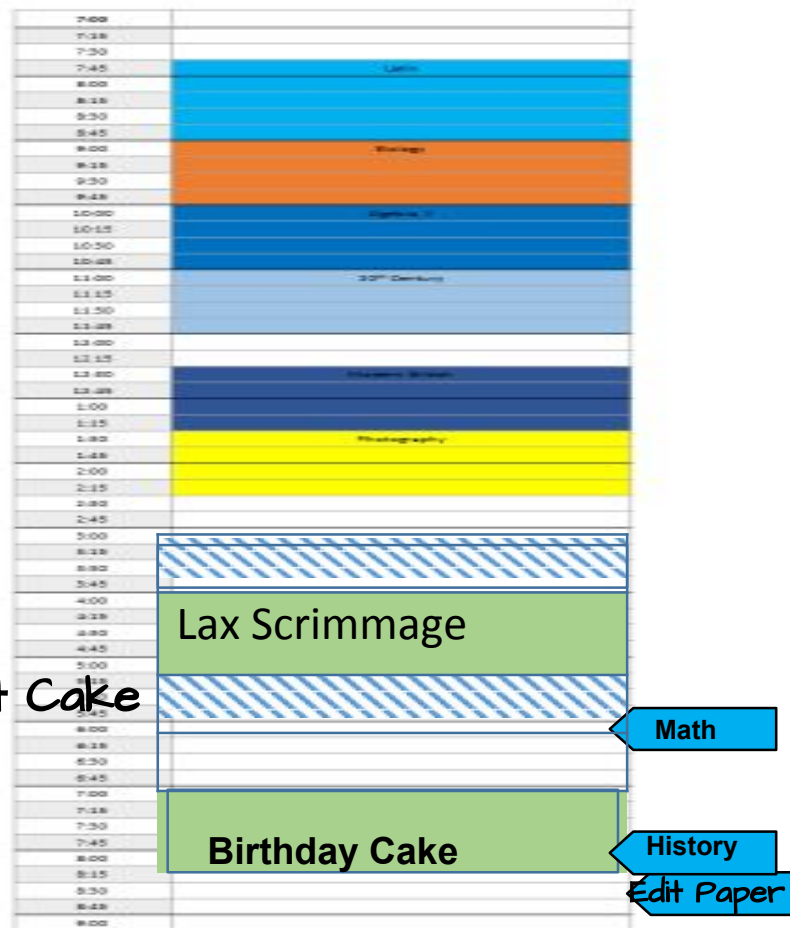
Top Three:

- ☐ Edit Paper
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- ☐ History: read and Q's

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Study Skills

- Parents complain that kids do not know what “study” means
- Students equate “study” with memorize and don’t start to “study” until the night before if at all



Studying For Tests

- Prioritize Study Time:

KNOW	SORT OF KNOW	NO IDEA

Teaching Study Skills

Day 1: Look Back: Review old test and set goals for this test/quiz

Day 2: Create or receive a study guide

Day 3: Use the study guide and have your child organize their notes and materials in an order that corresponds with the study guide

Day 4: Read through their notes and the study guide and identify “What I know, What I kind of know, No Clue”



Teaching Study Skills

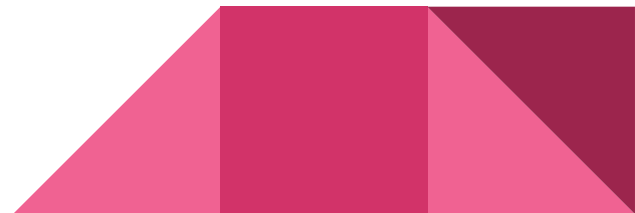
Day 5: Read through the notes/study guide and create mnemonics/crazy phrases/flashcards/reminding words, etc. for those terms or concepts that are hard to remember

Share with a friend or two!

Day 6: Independent studying

Day 7: Be quizzed by a parent/adult/peer

Day 8: Test



Planning Study Time or Long Term Projects



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
		Soccer				
7	8	9	10	11	12	13
		Soccer	Tutor		Dad's Birthday!	Soccer Game
14	15	16	17	18	19	20
		Soccer	Tutor	SCHOOL VACATION		Soccer Game
21	22	23		25	26	27
Soccer Game	Review Old Test	Organize Test Materials		Make Study Tools		Memorize
				Coming Over		Over with Jack
28	29	30				
Memorize	Mom Quiz Me		Tutor			





Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
		Soccer				
7	8	9	10	11	12	13
		Soccer	Tutor		Dad's Birthday!	Soccer Game
14	15	16	17	18	19	20
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21	22	23		25	26	27
Soccer Game		Org Test Mat		Make Study Tools		Memorize
				Coming Over		Over with Jack
28	29	30	Tutor			
Memorize	Mom Quiz Me					





Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Soccer	3	4	5	6
7	8	9 Soccer	10 Tutor	11	12 Dad's Birthday!	13 Soccer Game
14	15	16 Soccer	17 Tutor	18	19	20 Soccer Game
21 Soccer Game	22	23 Soccer	24 Organize Test Materials	25 Review Old Test Make Study Tools Coming Over	26	27 Memorize Coming Over with Jack
28 Memorize	29 Mom Quiz Me	30	Tutor			





Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Soccer	3	4	5	6
7	8	9 Soccer	10 Tutor	11	12 Dad's Birthday!	13 Soccer Game
14	15	16 Soccer	17 Tutor	18	19	20 Soccer Game
21 Soccer Game	22	23 Soccer	24	25 Andrew Coming Over	26	27 Over with Jack
28 Memorize	29 Mom Quiz Me	30	Tutor			

SCHOOL VACATION

Org
Test
Mat

Review
Old Test

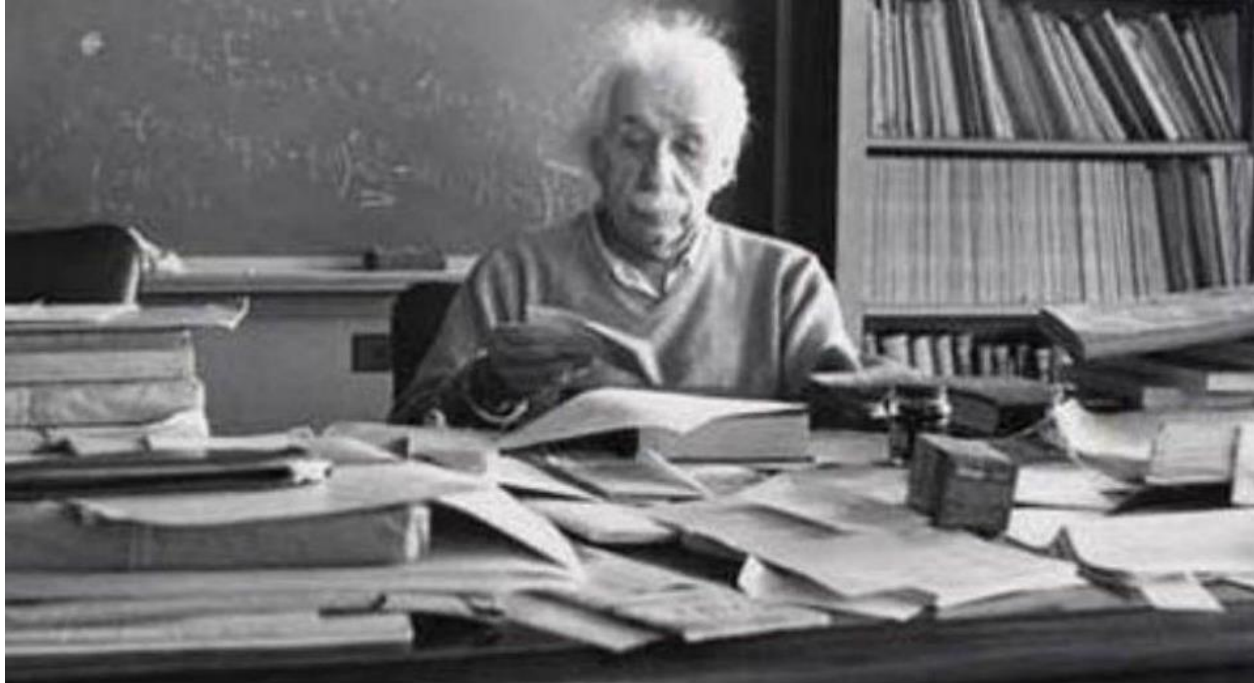
Memorize

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Soccer	3	4	5	6
7	8	9 Soccer	10 Tutor	11	12 Dad's Birthday!	13 Soccer Game
14	15	16 Soccer	17 Tutor	SCHOOL VACATION		20 Soccer Game
21 Soccer Game	22	23 Soccer	24	25 Andrew Coming Over	26	27 Soccer Game/Sleep Over with Jack
	29	30	Tutor			



scared
chest pain
phobia
tension
tense
panic attacks
trembling
tension
angst
jumpy
degenerate
emotional
disorder
symptoms
restlessness
worry
feelings
fear
stress
sweating
headache

ANXIETY



“If a cluttered desk is a sign of a cluttered mind, of what, then, is an empty desk a sign?”

— Albert Einstein

Thank you!

Questions?

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Greater Dane County Advanced Learner Network
gdcaln.org



Sources

ADDitude Magazine ADHD Expert Webinars

Smart but Scattered Teens: Guare, Dawson and Guare

Smart but Scattered: Guare, Dawson and Guare

Staying a Beat Ahead: Sarah Ward and Kristen Jacobsen

Declarative Language: Linda Murphy

