

Executive Functioning:
A Handbook for Grades K-12
Jericho Public Schools
Office of Pupil Personnel Services

8/2012

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Introduction

Executive Functioning encompasses a variety of cognitive processes that permit individuals to make decisions, organize thoughts, prioritize tasks, manage time and problem solve.

This handbook is designed to address executive functioning as it presents itself in an academic setting. It is divided into three academic levels - elementary, middle school, and high school with each section organized into sub-sections representing many of these cognitive processes. In these sub-sections, a cognitive process is first identified and defined. Then, examples are presented to describe what the cognitive process resembles in the classroom and/or socially when there is a breakdown in functioning. Finally, strategies are suggested to effectively address the area of concern.

Please note that these are general strategies that can address more than one of the classroom/social areas of concern indicated. Additionally, although this handbook is divided into academic levels (elementary, middle school, high school), the strategies may be appropriate to address areas of need at multiple levels*. These strategies are appropriate for use by teachers in the classroom, teachers of small groups, as well as various support professionals.

(*executive functioning will be added to the IEP goal bank under the study skills section)

ELEMENTARY

Area of Executive Functioning:

SUSTAINED ATTENTION

Ability to maintain attention despite distractibility, fatigue, or boredom

Classroom Behavior

- Distractibility
- Inconsistent performance
- Forgetfulness
- Zoning out/day dreaming
- Making careless mistakes
- Difficulty following directions
- Difficulty completing assignments
- Poor note taking skills
- Off task behaviors (i.e., talking to neighbors, playing with items in desk)

General Strategies

- Provide frequent breaks
- Establish eye contact with student
- Break down tasks
- Repeat information
- Check for understanding
- Rotate subjects
- Use assistive technology
- Rotate student work areas
- Provide preferential seating near instructor
- Instructor should move around the room
- Ask student to repeat back information/directions
- Inject novelty into instruction
- Use multi-sensory/hands on materials (i.e., manipulatives, games)
- Present questions first
- Ask student to make predictions
- Ask student to summarize information

Area of Executive Functioning:

WORKING MEMORY

Holding information in mind while performing complex tasks

Classroom Behavior

- Student gets confused when too much information is presented
- Has trouble remembering things (i.e., phone numbers)
- Student may lose track of what they are doing as they work
- Student may forget what they need to retrieve when sent on an errand
- May frequently switch tasks or fail to complete tasks
- Difficulty keeping up with classroom lessons
- Difficulty remaining attentive and focused for appropriate length of time
- Difficulty sequencing math word problems
- Extreme difficulty solving problems mentally (i.e., mental math)
- Poor reading comprehension
- Difficulty summarizing
- Inconsistent performance
- Difficulty following directions
- Difficulty keeping track of a lot of information

General Strategies

- Teach visualizing techniques
- Pre-teach and preview new information
- Establish eye contact with the student
- Give the student a copy of class notes
- Student should practice new skills in short sessions over the course of the day
- Use graphic organizers
- Use visuals
- Chunk information
- Use of mnemonics
- Avoid extraneous comments and information
- Color-code information and/or materials
- Personalize the information taught
- Have student design own tables and keys
- Use a variety of tests that assess both recall and recognition

Area of Executive Functioning:

INHIBITION

The ability to stop one's own behavior at the appropriate time, including stopping actions and thoughts

Classroom Behavior

- Difficulty waiting
- Interrupts and disrupts group activities
- Student may call out
- Touching things or people
- Makes careless mistakes
- Displays hyperactivity
- Acting on auto-pilot without reflection
- Perseveration
- Many false starts
- Dives right into problems without pausing, reflecting, developing a strategy or game plan
- Excessive talking
- Unlikely to reflect or self-monitor
- Misinterprets directions

General Strategies

- Give explicit and clear sets of rules and expectations
- Preferential seating near the teacher with frequent eye contact
- "Catch" the student being good
- Ignore the disinhibited response
- Positive reinforcement plan
- Use checklists
- Have student hold the pencil up until directions are given
- Have student repeat the directions
- Have students verbalize how they will solve the problem before they begin
- Give verbal reminders
- Model your thought process
- Ask questions to make student stop and think
- Use visual cues (i.e., stop sign, traffic light)
- Emphasize procedures of an assignment
- Identify the skill being worked on

Area of Executive Functioning:

ORGANIZING/PLANNING/INITIATING

O: The ability to impose order on work, play, and storage spaces

P: The ability to manage current and future oriented task demands

I: The ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies

Classroom Behavior

- Student may forget homework assignments/materials
- Student can be unprepared and not be able to find materials
- Student has a messy desk/workspace
- May get "stuck"
- Appears to be daydreaming
- Difficulty completing assignments in a timely manner (may underestimate the time needed)
- Difficulty organizing and expressing ideas in oral and/or written form
- Student approaches tasks in a haphazard fashion
- Difficulty responding to open-ended questions
- Performs better with multiple choice questions
- Difficulty making decisions
- Difficulty starting an assignment independently
- Difficulty generating ideas, responses and problem solving
- Difficulty with multi-step problem solving

General Strategies

- Use checklists for multi-step tasks
 - Demonstrate where to begin and what steps to follow
 - Use a timer to impose time limits for completing a task
 - Provide a model of completed projects
 - Have student verbalize a plan of approach before beginning an activity
 - Provide a "to-do" list
 - Use color-coded materials
 - Use schedules
 - Provide timelines and deadlines for assignments (exact date and times)
 - Provide "how-to" templates
 - Break long term assignments into sequential steps
 - Use graphic organizers
 - Provide access to technology
 - Sign student planners to check for accuracy
 - Coordination with parents (positive incentive plan for homework)
 - Use brainstorming techniques
- Place student in small group with more organized peers who can serve as models

Area of Executive Functioning:

EMOTIONAL CONTROL

The ability to modulate emotional responses by bringing rational thought to bear on feelings

Classroom Behavior

- Difficulty making or keeping friends
- Emotional reactions are out of sync with the situation (Small events trigger big emotional responses)
- May laugh hysterically or cry easily with little provocation
- Temper tantrums or explosive outbursts
- Bossiness
- Easily upset/overly sensitive
- Aggressive behavior
- Rigid/inflexible thinking
- Emotional lability (rapid mood changes without apparent cause)
- Low frustration tolerance
- Socially immature
- Appears insensitive to others' perspective and/or feelings

General Strategies

- Use of social stories and narratives
- Role playing activities
- Try to anticipate problem situations
- Manage stimuli or antecedents that appear to lead to emotional outburst
- Provide opportunities to discuss upcoming situations that may provoke emotional outbursts
- Teach coping strategies (breathing exercises, counting backwards, visualization)
- Provide scripts of appropriate language/behaviors
- Provide breaks
- Model self-statements
- Attempt to plan around a child's optimal time of day
- Utilize a positive reinforcement plan
- Introduce self-monitoring strategies (anger thermometer/rating scale)
- Provide positive role models/model appropriate emotional modulation
- Provide the opportunity for physical exercise
- Give the student opportunity to write down concerns to discuss later

Area of Executive Functioning:

SELF-MONITORING

The ability to monitor one's own performance and to measure it against some standard of what is needed or expected

Classroom Behavior

- Makes careless mistakes
- Rushes through work
- Appears to lack pride in work
- Disorganized
- Difficulty checking over work/proofreading
- Work may be sloppy
- Acts without thinking things through
- Unaware of behavior and impact on others
- Difficulty with time management
- May have difficulty monitoring volume of voice
- Difficulty with pragmatic skills
- Difficulty empathizing
- Procrastination
- Missing deadlines
- Difficulty completing work

General Strategies

- Provide student with checklists
- Use of a Timer
- Graphic Organizer
- Use of a picture schedule
- Break tasks down in to steps
- Provide a peer buddy
- Check on student progress periodically during a project
- Role playing different situations
- Provide scoring rubrics to define the quality of work
- Provide reinforcement for using a self-monitoring checklist
- Teach student to talk through a task
- Provide self-monitoring questions (i.e., Am I a space invader?)

Area of Executive Functioning:

SHIFT

To move freely from one situation to another and to think flexibly in order to respond appropriately to the situation

Classroom Behavior

- Difficulty making transitions
- Difficulty starting a new task before the first task is complete
- Difficulty switching gears (addition problems/subtraction problems on same page)
- Perseverative behaviors
- Gives the same answers to different questions
- Difficulty switching to a new topic or new subject
- Inflexibility
- Difficulty with problem solving and conflict resolution
- Failure to comply with task instructions

General Strategies

- Give sufficient warning for upcoming transitions
- Make the day as predictable as possible
- Provide a break between activities
- Guide students to highlight math signs (+, -) before solving
- Pause in between different chunks of information
- Emphasize where one piece of information ends and the next begins
- Provide a stop watch/timer
- Model problem solving techniques
- Model self-talk strategies
- Use of visual organizers, schedules, planners and calendars

Area of Executive Functioning:

Abstract Reasoning/Concept Formation/Saliency Determination

The ability to make connections, synthesize and categorize information

Classroom Behavior

- Difficulty with social problem solving
- Difficulty with perspective taking
- May ask the same questions repetitively
- Concrete, literal learners
- Difficulty understanding what they cannot see, hear or touch
- Difficulty sorting/organizing information
- Difficulty with abstract concepts
- Difficulty with reading comprehension
- Difficulty understanding what the most important thing to focus on during a lesson
- Difficulty summarizing information
- Focus on details and miss the “big picture”
- Difficulty determining what is irrelevant versus relevant
- Difficulty making inferences
- Performs better during structured tasks (answering specific concrete questions)
- Struggles in unstructured tasks when not given much direction (write a story)
- Difficulty reading between the lines or “catching on”

General Strategies

- Multi-sensory lessons
- Social stories
- Ask student to come up with a title for stories
- Give question prompts (i.e., How might you solve that?)
- Provide explicit instruction (don't assume what seems “obvious” is obvious to the student)
- Check for understanding
- Ask students to repeat back information
- Have students read questions first to determine what they are looking for in a passage
- Break down tasks in to steps
- Define the skill to be learned, list the steps for the skill, practice, cue the use of the skill
- Positive reinforcement plan for using defined skills
- Model thought process
- Simulate social situations and role playing
- Highlight the most important ideas in one color and details in another color
- Summarize and re-tell stories
- Help student to outline and sort information (i.e., venn diagrams, graphic organizers)

**MIDDLE
SCHOOL**

Inhibition

Ability to stop one's own behavior at the appropriate time, including inappropriate actions and thoughts

Deficit: Impulsivity

Classroom & Social Behavior

- Calling out
- Touching objects/peers
- Invading others personal space
- Interrupting conversations
- Making careless errors – written & verbal
- Issues with directions:
 - Not reading directions
 - Misreading directions
 - Misinterpreting directions
- Misinterpreting text
- Attempting problem solving without planning
- Starting & stopping tasks repeatedly

General Strategies

- Ask questions of students; when students answer questions their impulsivity is redirected
- Repeat directions, assignments, tasks, etc.
- Have student repeat back directions to ensure understanding
- Emphasize *HOW* to solve a problem – do not just focus on the correct answer
- Direct students to stop and think before acting/responding
- Offer specific real time feedback
- Incorporate positive reinforcement/ rewards as part of task/activity

Shift

Ability to move from one situation to another and to think flexibly.
The ability to stop an old behavior and start a new one

Deficit: Inflexibility & Cognitive Rigidity

Classroom & Social Behavior

- Perseverating on a topic, idea or activity
- Repeating the same behavior after the task has changed
- Driven by routine and consistency
 - Needing the same seat
 - Wearing the same color
 - Eating the same foods
 - Difficulty transitioning – class to class, weekend to school, one activity to another, etc.
 - Unable to tolerate changes in schedule
 - Difficulty with transitioning within conversation

General Strategies

- Make the day as predictable as possible – prime students for changes in schedules and routines
- Clearly segregate different types of problems
 - Label worksheets for when the task shifts (i.e. - addition to subtraction)
- Identify new topic clearly
 - When presenting information, emphasize specific differences, stay away from general remarks (i.e. – done with Math, take out English)
 - Change where teacher stands for new topic
 - Change students' seats for new topic
 - Begin new unit after a break
- Provide verbal feedback to individual students having difficulty shifting conversation and tasks

Emotional Control

Ability to manage emotions in order to achieve goals and complete tasks

Deficit: Negative emotions that interfere with classroom performance

Classroom & Social Behavior

- Tantrums
- Crying
- Laughing inappropriately
- Calling out
- Making irrational statements
 - “Teacher hates me”
 - “Someone’s laughing at me”
- Aggressive Behavior
 - physically
 - verbally

General Strategies

- Model positive thoughts and behaviors
 - turn the negative/irrational statements into positive ones
 - identify possible positive outcomes
- Identify problem:
 - discuss privately
 - acknowledge frustrations
 - use narratives and social stories
 - offer student the opportunity to write down his/her concerns for later discussion
 - offer breaks from physical setting

Planning, Organizing and Initiating

Ability to plan, begin and manage a task or activity independently

Deficit: Disorganization

Classroom & Social Behavior

- Doesn't begin tasks (i.e. sits and stares)
- Messy desk/notebooks/locker/backpacks
- Difficulty with unstructured tasks
- Off task (i.e. looks lost)
- Difficulty understanding what to do
- Difficulty with time management
- Overwhelmed by large amounts of information
- Difficulty retrieving information spontaneously or answering open ended questions
- Difficulty handing in assignments in a timely fashion

General Strategies

- Provide explicit instructions
- Don't assume information is "obvious" to the student
- Check for understanding
- Create mental framework
 - provide template to help organize information as student hears it
 - label/identify steps and put on index card
 - identify what to listen to
 - color code
 - categorize information
- Consider using multiple choice rather than open ended questions
- Set time limits, use timelines and checklists

Working Memory

Ability to hold information in one's mind for the purpose of completing a task

Deficit: Difficulty keeping track of information

Classroom & Social Behavior

- Difficulty keeping up with information to complete a task
 - may look like poor attention
 - misses important pieces of information
 - gets confused when too much information is presented at once or too quickly (i.e. information overload)
 - poor note taking from lectures
- Extreme difficulty solving problems mentally (i.e. mental math)
- Difficulty keeping up with and maintaining conversation
- Frequently asking questions
- Difficulty sequencing

General Strategies

- Provide structured outlines
- Provide visuals
 - graphic organizers
 - pictures and charts
 - maps
- Promote note-taking to avoid memory overload
- Teach chunking to consolidate information
- Allow frequent breaks
- Provide class notes
- Repeat key concepts/ information
- Pre-teach information
- Encourage the use of post-its for questions that cannot be answered immediately
- Model relevant comments during conversation
- Introduce memory strategies

Self-Monitoring

Ability to monitor one's own performance and to measure against some standard of what is needed or expected

Deficit: Lack of intrapersonal awareness

Classroom & Social Behavior

- Difficulty with perspective taking
 - understanding someone else's point of view
 - often unaware of own behavior or impact on others
- Difficulty with empathy
- Difficulty knowing what to say and when to say it

General Strategies

- Provide effective feedback
 - make eye contact with student
 - give immediately
 - be specific
- Praise appropriate behavior
- Identify the problem and use social stories and role playing to determine the solution
- Create a self-monitoring rating scale with the student
- Encourage verbal mediation

Sustained Attention

Ability to notice information and maintain focus over a long period of time

Deficit: Poor attention, Distractibility, Inconsistency

Classroom & Social Behavior

- Poor attention
- "Zoning out"
- Inconsistent performance
- Difficulty with note-taking
- Distractible
 - pays attention to everything, not just target activity
 - inability to stay on task
- Asks questions that were just answered

General Strategies

- Inject novelty into instruction
 - games
 - interesting and colorful materials
- Provide visuals
- Allow for breaks as necessary
- Structure tasks/activities
 - rotate subjects
 - complete homework in intervals
- Provide extra review for material covered towards the end of a period
- Engage attention
 - through challenge (i.e. few people know the answer to this...)
 - active student participation
- Preferential seating

Abstract Reasoning/Concept Formation/Saliency Determination

Ability to see relationships, make connections and categorize information

Deficit: Predominately functions as a concrete/literal thinker

Classroom & Social Behavior

- Difficulty forming theories and problem solving
- Difficulty understanding what he/she cannot hear, see or touch
- Difficulty understanding
 - figurative language
 - ambiguous language
 - multiple meaning words
 - similes and metaphors
 - humor and sarcasm
- Difficulty synthesizing information
- Difficulty determining salient information
 - relevant vs. irrelevant
 - details
 - main idea
 - related concepts
- Difficulty "reading between the lines"
- Misses the "Big Picture"

General Strategies

- Don't assume what is "obvious" is obvious to the student
- Scaffold questions
- Use effective reading strategies
 - SQ3R
 - describe how the character changed from the beginning of the story to the end
 - making good titles for stories
- Teach how to summarize
- Teach how to make predictions
- Use sorting and categorization games
- Identify fact and opinion
- Identify key concepts and ideas

HIGH SCHOOL

Inhibition

What is the definition of this Executive Functioning Skill?

The ability to stop one's own behavior at the appropriate time, including stopping actions and thoughts

How does the lack of this Executive Functioning Skill appear in the classroom?

- Calling out
- Not following directions
- Inconsistent test performance
- Touching things/ other people
- Restlessness
- Over active behaviors

What are some practical strategies?

- Ask the student to take five seconds before responding to a question
- Students should be given explicit, extensive, and clear set of rules and expectations and reminders as needed
- Ask the student to explain his/her plans for a task (i.e., goals for accuracy and time)
- Seat students in close proximity to instructor to facilitate monitoring of behavior
- Catch student "being good"

Shift

What is the definition of this Executive Functioning Skill?

The ability to move freely from one situation to another and to think flexibly in order to respond appropriately to the situation

How does the lack of this Executive Functioning Skill appear in the classroom?

- Perseveration on previous and current tasks
- Not being prepared for next activity
- The student may just sit and stare
- Non-participation

What are some practical strategies?

- Give ample notice so that the child will have an easier time accepting transitions
- Allow a few moments of “down time” between activities
- Be consistent with expectations
- Use a timer to break down classroom period to promote time management
- Leave time at the end of the period to answer questions the student might have from that day’s lesson
- Use visual organizers, schedules, planners, and calendar boards to help learn routines and adapt to changes
- Use positive and motivating phrases to reassure students

Emotional Control

What is the definition of this Executive Functioning Skill? The ability to modulate emotional responses by bringing rational thought to bear on feelings.

How does the lack of this Executive Functioning Skill appear in the classroom?

- Often calls out in class without consideration of others
- Lacks emotional regulation
- Difficulty redirecting and refocusing once the child exhibits the lack of emotional control (e.g., temper tantrums, cursing, crying, extreme laughter, etc.)
- Exhibits unpredictable emotional responses that are out-of-sync with the situation

What are some practical strategies?

- Maintain consistency and predictability in terms of teaching methods
- Include aspects of social emotional learning to create a safe and supportive environment with student-centered classroom rules
- Be aware of at-risk students and students with special needs and be proactive (i.e. follow IEP accommodations/modifications, provide verbal/visual reminders, and encourage peer mentoring)
- Foster empathy among classmates, highlight strengths and strengthen weaknesses
- Plan small group activities that facilitate productive and positive interaction
- Clarify expectations in order to reduce the students' feelings of being overwhelmed
- Communicate effective strategies with parents and colleagues and consult specialists (i.e. psychologist, social worker, speech therapist, etc.)
- Be aware of stressful situations (i.e. calling on students unexpectedly, public speaking, etc.)
- Help students create rating scales 1-5 to help them evaluate problems and put them into perspective
- Help students be aware of the consequences of their emotional outbursts on the learning environment

Initiation

What is the definition of this Executive Functioning Skill? *The ability to begin a task or activity*

ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies

How does the lack of this Executive Functioning Skill appear in the classroom?

- Blank page
- Task avoidance behavior such as leaving the classroom
- Gives excuses on a consistent basis

What are some practical strategies?

- Demonstrates where to begin and what steps to follow
- Provide "to do" lists on index cards to provide external cues and encourage development of routines
- Encourage students to keep a binder or "cookbook" with lists of steps for each activity
- Set time limits for completing a task. Use of a timer may facilitate increased initiation and speed of task completion
- Provide access to assistive technology
- Students should put their name, date, or title of homework during school time, so they are not looking at a blank piece of paper at home
- Have the student describe what is expected of them to complete the assignment, this will also allow them to ask any questions they have

Working Memory

What is the definition of this Executive Functioning Skill?

The capacity to hold information in mind for the purpose of completing a task

How does the lack of this Executive Functioning Skill appear in the classroom?

- May appear as poor attention
- Only obtains part of the information and gets confused when too much information is presented in quick manner
- Has significant difficulty solving problems mentally
- Poor reading comprehension
- Has difficulty sequencing information

What are some practical strategies?

- 5 Second Rule- This allows students to give themselves five seconds before responding to a question
- Pre-teach and preview new information, concentrating on important points and new vocabulary
- Establish eye contact with student prior to presenting important information to establish listening readiness
- Adjust presentation rate of new material to allow for additional processing time
- Break down new tasks and information into smaller, more manageable steps or chunks
- Spaced practice is more effective than massed practice (student should practice new skills or information in short sessions over the course of the day rather than in one long session)
- Develop students' strategies to support memory: asking for help, rehearsal, note-taking, using post-its
- Encourage use of memory aids such as wall charts, posters, computer software, multiplication grids
- Teach visualizing strategies

Planning/Organization

What is the definition of this Executive Functioning Skill?

The ability to manage current and future-oriented task demands.

How does the lack of this Executive Functioning Skill appear in the classroom?

- Lacking follow through with assignments or projects
- Inconsistently meeting of deadlines and homework
- Messy backpacks and folders

What are some practical strategies?

Planning Strategies:

- The use of planning guides to reduce the organizational and working memory demands of a multi-step process
- Ask the student to verbalize a plan of approach for a given task
- Break down the task into series of steps, arrange in sequential order, and write down as a list or chart
- Teach the student to develop an appropriate time line for completing assignments, particularly for long-term assignments (e.g., quarterly tests, finals, regents, class presentations)
- Have the student utilize a homework planner
- Utilize assistive technology devices

Organization Strategies:

- In order to help the student maintain organization skills, frequent communication with parent regarding completion of school assignments or work via email, phone call, or homework sheet to promote greater accountability
- Since worksheets or deskwork can be considered overwhelming for student with organizational difficulties, the work may be broken down into smaller problems, sections, or units

Organization of Materials

What is the definition of this Executive Functioning Skill? The ability to impose order on work, play, and storage spaces.

How does the lack of this Executive Functioning Skill appear in the classroom?

- Lack of checklist(s)
- Inefficient use of space
- Desk and/or locker disorganized
- Missing materials needed for class (e.g., writing utensils, paper)

What are some practical strategies?

- Provide checklists of needed materials to review on a daily basis
- Model appropriate organizational strategies or routines by explicitly calling attention to the organized behavior
- Model the appropriate process while describing the goal by organizing a desk and/or room
- Allow the student to review the materials needed, for example, create an “organization time” at the end of the school day to arrange materials (e.g., the learning center teacher may provide the student time in the beginning/ending of the session to organize the student’s materials)
- Collaboratively work with parents to create and implement organizational checklists
- Use color coding (e.g., folders, highlighters, binders, etc.)

Sustained Attention

What is the definition of this Executive Functioning Skill? The ability to hold attention in one

spot and to maintain focus over a prolonged period of time

How does the lack of this Executive Functioning Skill appear in the classroom?

- Poor attention; easily distractible
- “Zones Out”
- Inconsistency-The student knows what was covered when s/he was paying attention and does not know what was covered when s/he was not paying attention
- Difficulty beginning activities
- Difficulty remaining on task until activity is finished
- Pays attention to everything; however, does not filter relevant from irrelevant information

What are some practical strategies?

- Structured classroom with clear consistent rules and expectations
- Frequent reinforcement
- Supervised transitions and/or frequent breaks
- Inject novelty into instruction- Rotate Subjects
- Provide a graphic organizer in advance
- Simplify instructions and choices by dividing work into smaller units
- Support and reinforce student’s participation in classroom lesson
- Check students performance, ask probing questions
- Highlight “ Key Point” and provide extra review for material covered towards the end of the lesson
- Multi-sensory cueing-especially visual
- Preferential seating so that the student does not become distracted or disturb others

Self Monitoring

What is the definition of this Executive Functioning Skill? The ability to monitor one's own performance and to measure it against some standard of what is needed or expected

How does the lack of this Executive Functioning Skill appear in the classroom?

- Unaware of how behaviors impact their learning environment and the learning environment of others
- Lacks time management skills
- Fails to check work and makes careless mistakes
- Rushes through work and often overlooks directions and task requirements

What are some practical strategies?

- Compare student and teacher predictions about time necessary to complete tasks (e.g., Student rates his/her own behavior- then if ratings match, student earns a point)
- Encourage students to chart performance in order to provide tangible record of activity for ongoing monitoring
- Encourage verbal mediation (talking through a task)
- Provide explicit checklists for assignments and help students develop their own
- Students can make their own acronyms to facilitate personal associations
- Complete a structured project planning form to promote reasonable and timely progress toward the completion of long-term assignments