Executive Function: What is it? How do we support our kids?

Conejo's BEST Program
CVUSD
Lisa Lucore
Alicia Fender
Nadia Lucero

CVUSD B.E.S.T. Program Counselors

Alicia Fender

Thousand Oaks Cluster

afender@conejousd.org

Nadia Lucero

Newbury Park Cluster

nlucero@conejousd.org

Lisa Lucore

Westlake Cluster

llucorepatterson@conejousd.org

Executive Function is a set of learned skills that help us:

- Keep information in mind
- Think flexibly
- Control impulses

Subject content is the *what* we are learning.

Executive Function is the *how* we learn.

Executive Function Skills

- Organization & Goal Setting
- Meta-Cognition
- Focus & Attention
- Task Initiation
- Time Management
- Perseverance
- Self-Regulation
- Cognitive Flexibility
- Test Taking Skills

Organization: Routine

Routine: Stick to a school day routine!!!

Breaks: Schedule physically active breaks!!

Transitions: Prepare for what's next!!! (plan ahead)

DAILY SCHEDULE
Mon, Tue, Thu, Fri

|	

9:00	**Reinforcement Activities**
	✓ Check your school gmail and canvas inbox for messages
	   ○ Answer any that require a response
	   ○ Delete the ones you don't need
	✓ Assignments from teachers yesterday
	   ○ Double check your work
	   ○ Submit!!
	✓ Unfinished work from other days

10:15	**Break**
10:30	**Back to work on Reinforcement Activities**
11:40	**Lunch Break** ✓ Write down any unfinished work in your agenda so you can continue to work on it tomorrow
12:40	**Learning area set up for class** ✓ computer charged (or plugged in) ✓ books/workbooks for the classes out and ready ✓ Paper, pencils, etc.
12:50	**Class**
2:05	**Break**
2:15	**Class**
3:30	**Done for the Day**
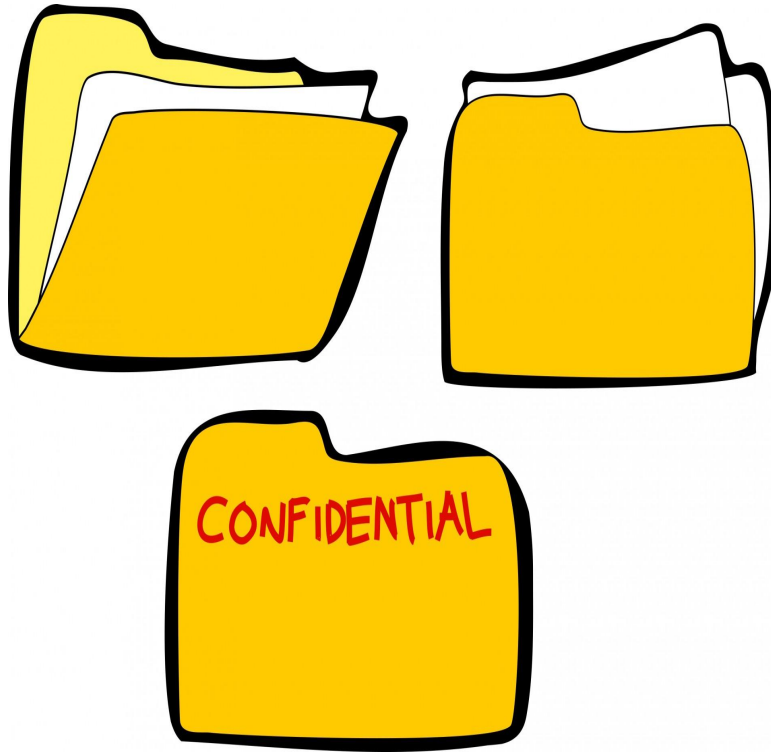
Organization at School

- Use one folder for work in progress
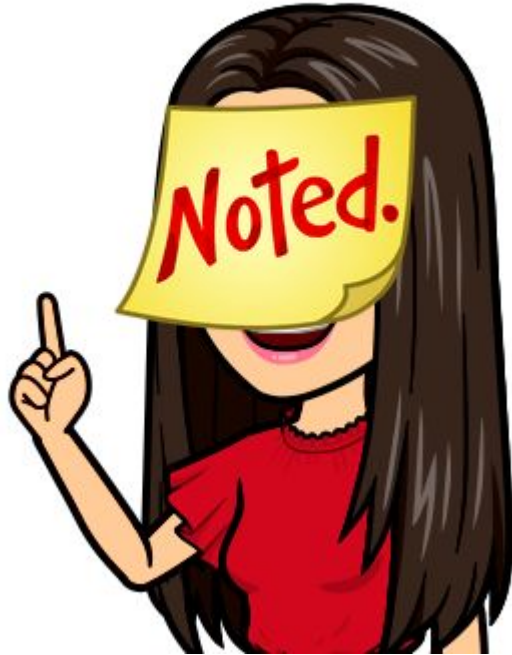- Use one folder for completed work

Organize Computer Files

- ● Create Files for Classes in Google Drive
  - ● Color Code Files

<u>Organization Tools</u>

- Calendar: USE IT!
  - due dates
  - appointments
  - Google Calendar
    - https://www.youtube.com/watch?v=TWL1DuUerT4&feature=emb_logo
    - Set alerts on phone
- Sticky-Notes--Write an assignment on a sticky-note and stick it to the wall. Throw out the sticky-note when complete.
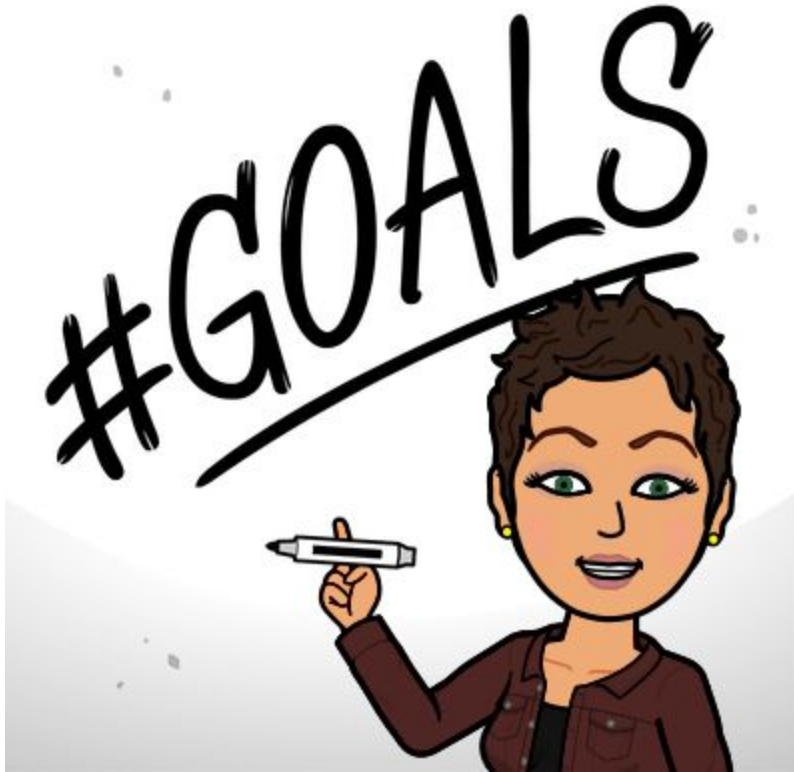
Setting Goals

Goal Setting is important for making the most of our time.

You are 42% more likely to achieve a goal that you write down!

Long-Term Goals are goals you want to achieve over time. (earn an A in math at the end of the trimester)

Short-Term Goals are smaller tasks that make achieving the long term goal possible!! (practice math problems 20 minutes every day)
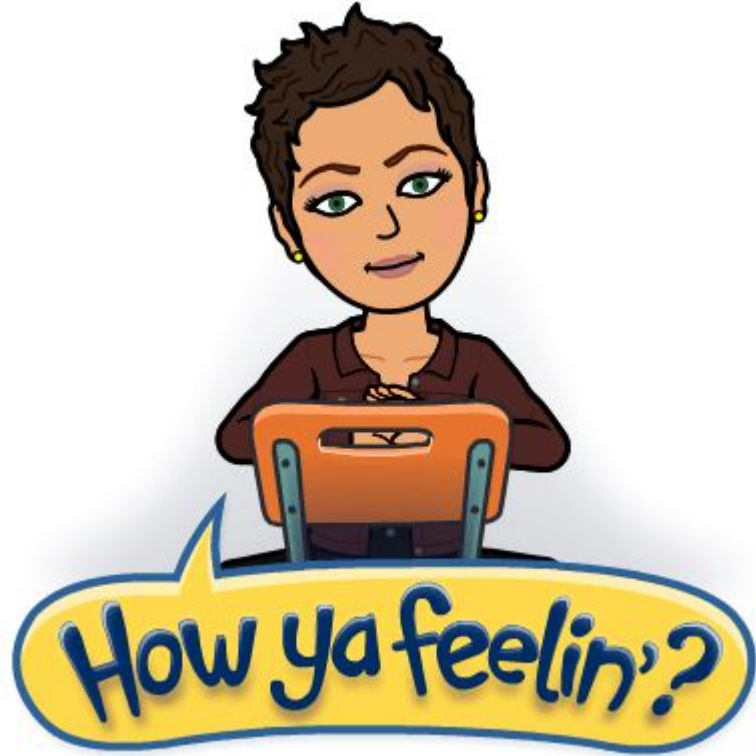
Next to your written long-term goal, write how you think you will feel when you achieve it.

(I will feel proud and happy when I earn an A in math at the end of Tri 1)

How ya feelin'?

Attention and focus are like muscles--they get stronger with practice!!

Metacognition
(thinking about thinking)

- Rate the difficulty of the task 1-10.
- How can you make the task a 2 or 3 in difficulty?
- Predict how long you can focus on the task.
- Which tools will help?

meta–ABC's

Notice when you lose focus.

- Antecedent: What happened right before?
- Behavior: What are you focused on?
- Consequence: What is the result of lost focus?
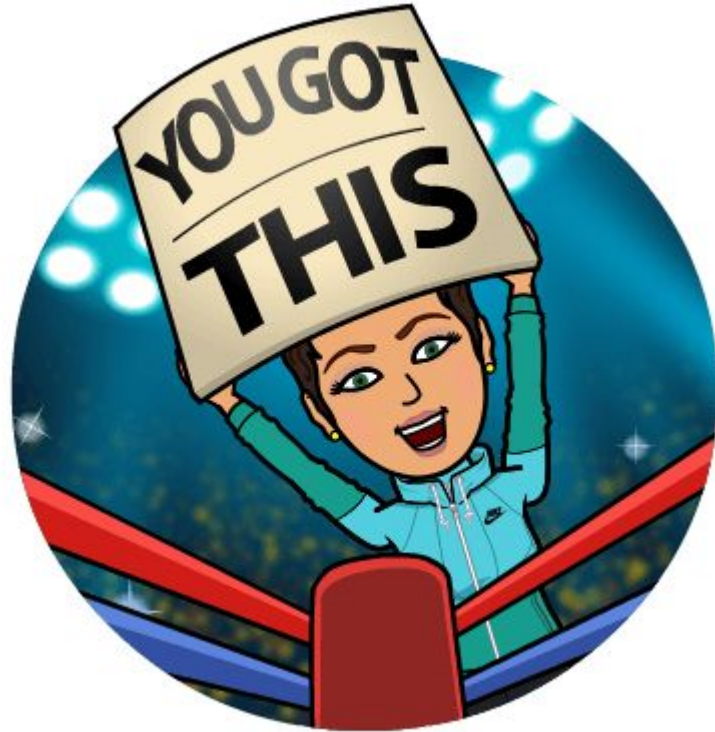
Self-Coaching

- Catch yourself focusing!!
- Ask a parent/teacher to catch you focusing.
- How does focus feel in your body?
- What tools are you using?

Level Up!

- Practice Mindful Attention
  - Find a quiet place to sit.
  - Set a timer for 5 min.
  - Use all 5 senses to focus on an object and notice all of its details.
  - When your attention wanders, gently refocus on the object.
- Practice everyday for a week then increase the length of time.

TROPHY ★UNLOCKED★

Know Thyself--Know Why You Procrastinate.

- Am I distracted?
- Is the task boring?
- Is the task difficult?
- Am I afraid to fail?
- Am I anxious/fearful of judgement?
- Is it something else?

Break Assignments Into Steps

- Assignments are often multistep.
- Practice identifying the different steps in an assignment.
- Make a numbered list of the parts of the assignment.
- Complete one part at a time.

Assignment

Directions:
Read the lines of poetry. Explain which figurative language is being used: *simile, metaphor, or personification.* It is possible more than one technique is being used. In the space provided, explain, in your own words, the meaning of the lines and how the figurative language is used.

Break this assignment into steps!! It is so long!!

1. Read all of the directions.
2. Highlight the action words. This is what you are going to do!
3. Define terms (*simile, metaphor, personification*)--you can't do this assignment if you don't know what you are looking for!

-Strategies continue-

Make a list of tasks and estimate how much time they will take.

1. Define terms. (5 min.)
2. Read the lines of poetry. (5 min.)
3. Decide which figurative language is used.
   (5 min.)
4. Write a description of how the figurative language is used in the poem and what it means to the poem.
   (20 min.)
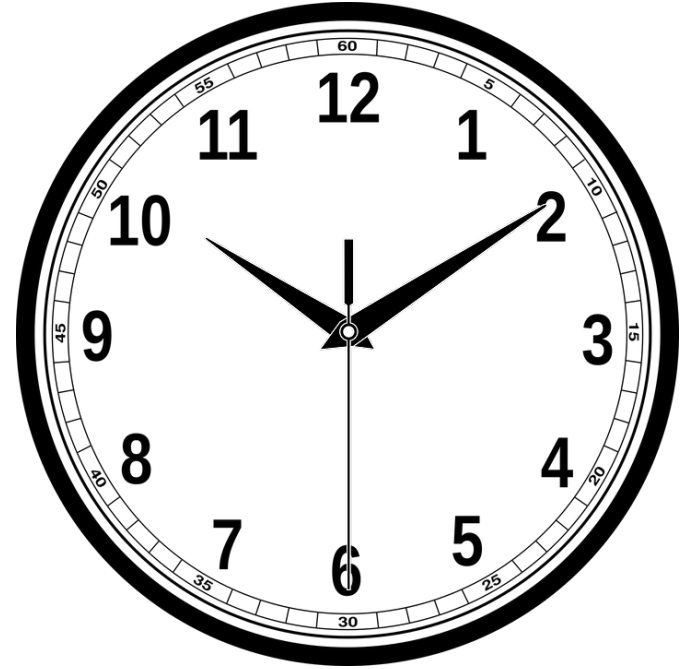
Questions to Ask Yourself

What am I doing?
(numbered list of tasks)

What do I need?
(paper, computer, definitions, poem)

How can I start?
(Break it down)

What do I do if I get stuck?

(email teacher, phone a friend)

What strategies can I use to overcome obstacles?

Reward Effort!

Remember to reward yourself with something you enjoy when you finish!!

Time Management

- Make Time Visible
- Use an analog clock
- Make a schedule for the day
- Keep a family schedule in a visible location
- Use timers
  - Pomodoro Technique
    25 minutes--work
    5 minutes--break

To Do Lists

- Make a list of assignments and order them by importance
- Estimate how long each task will take
- Stick to time allotments
- Avoid over scheduling
- Make checklists

To Do List

1.
2.
3.
4.
5.

| 7 categories:	1 Experimenting	2 Developing	3 Effective	4 Strong
Theme The meaning and development of the message.	Searching for a topic Information limited or missing No meaningful details Disconnected thoughts	Beginning to define topic Lacks specific information Vague details Glimmer of main point	Topic defined but broad Content clear but reader still left with questions Detail support attempted Begins to develop theme	Narrow and manageable topic Goes beyond the obvious or predictable Relevant, accurate details Shows connections/insights
Organization The internal structure of the piece.	No lead or conclusion Sequencing and pacing not present Connections are confusing or absent Hard to follow	Ineffective lead and conclusion Sequence and pacing confusing Connection awkward Formulaic structure detracts from the content	Routine lead-in and conclusion Mostly logical sequence and pacing Predictable connections Basic beginning, middle, ending	Inviting introduction and satisfying conclusion Effective sequence and pacing Thoughtful transitions Smooth organization
Voice The way the writer brings the topic to life.	No concern for audience Lifeless or mechanical Flat or inappropriate Purpose not present	Occasionally intrigues the reader Generally "risk free" Sits on the surface Purpose lacks conviction	Reader/writer connection present but is not strong Pleasing yet "safe" Energy level inconsistent Purpose is credible but not powerful	Effective and strong reader/writer connection Takes risks Reflects interest in and commitment to the topic Purpose is powerful and engaging
Word Choice The specific vocabulary the writer uses to convey meaning.	Vocabulary is limited Simple words used incorrectly No figurative language Words do not convey meaning	Generally correct words; no spice Language is functional Attempt at figurative language Words convey general meaning	Some active verbs and precise nouns Moments of sparkle here and there Effective use of figurative language Words enhance the meaning	Powerful and engaging words Wording is accurate, specific, and precise Artful use of figurative language Words/language creates meaningful pictures
Sentence Fluency The way the words and phrases flow throughout the text.	Choppy, rambling, or incomplete No "sentence sense" Writing is difficult to understand Repetitive beginnings	Phrasing affects readability Sentence structure impairs understanding Parts of essay need to be read aloud Too many sentences begin the same	Sentences more mechanical than fluid Sentences usually hang together Can be read aloud easily Sentences begin differently	Easy flow and rhythm Strong and varied sentence structure Invites expressive reading Overall sentence structure enhances meaning
Conventions The mechanical correctness of the piece.	Spelling errors impede readability Incorrect punctuation and capitalization Many usage and grammar errors Lack of paragraphing	Spelling correct on common words Ending punctuation and easy capitalizations mostly correct Grammar errors not serious Paragraphing irregular	Spelling generally correct Punctuation and capitalization usually correct Grammar and usage are correct Paragraphing correct	Spelling correct even on more difficult words Accurate punctuation and capitalization Grammar and usage contribute to clarity Paragraphing enhances style
Presentation The overall appearance of the work.	Handwriting poor, hard to read computer drafts: differing fonts or colors; font size too large or small Random or lack of spacing Poor use of white space Overall appearance is poor or unacceptable	Handwriting poor, words and letters legible but poorly formed. computer drafts: sloppy job of word processing; (e.g. words not aligned to sides of paper; inconsistent font or sizes) Writer makes an attempt to space neatly Attempts at margins and headers Overall appearance is distracting	Handwriting: legible and neat computer drafts: uses consistent and appropriate font; good alignment of text to page Spacing improves clarity Margins and headers effective Overall appearance is Acceptable	Handwriting is consistent and uniform; computer drafts: word processing is clear and attractive; evenly aligned to paper Good balance of space and text Effectively integrates graphic elements Overall appearance is pleasing

<u>Before you turn it in--check for...</u>

- Name, date, class period
- Assignment title
- Spelling
- Punctuation
- Grammer
- Assignment requirements
- Use the rubric provided by your teacher as a checklist

Student Created Checklists

STOPS

S - Sentence Structure
T - Tenses
O - Organization
P - Punctuation
S - Spelling

STOP

Developed by Colin Meltzer 1995

MATH CHECKLIST
- READ DIRECTIONS CAREFULLY
- REDUCE FRACTIONS
- LABEL ANSWERS
- Ask "DOES MY ANSWER MAKE SENSE?"

- Student should identify their concerns
- Student can create their own checklist based on their needs
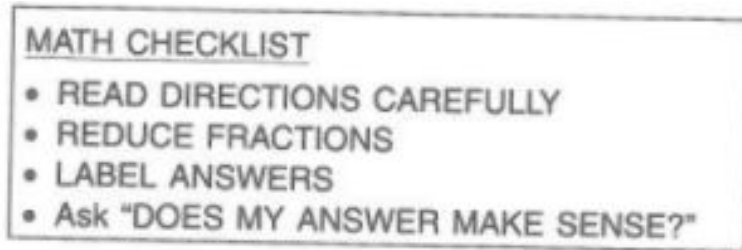
Time Management Strategy

- Make a 20 minute playlist of songs that are not too distracting.
- Use the same playlist for every work session.
- You will be able to pace yourself automatically to the music.

Self-Reflection

- Ask your student to reflect upon the strategies they have used.

- Which strategies worked well?

- Which strategies did not work well?

- How could they modify the strategies to work better?

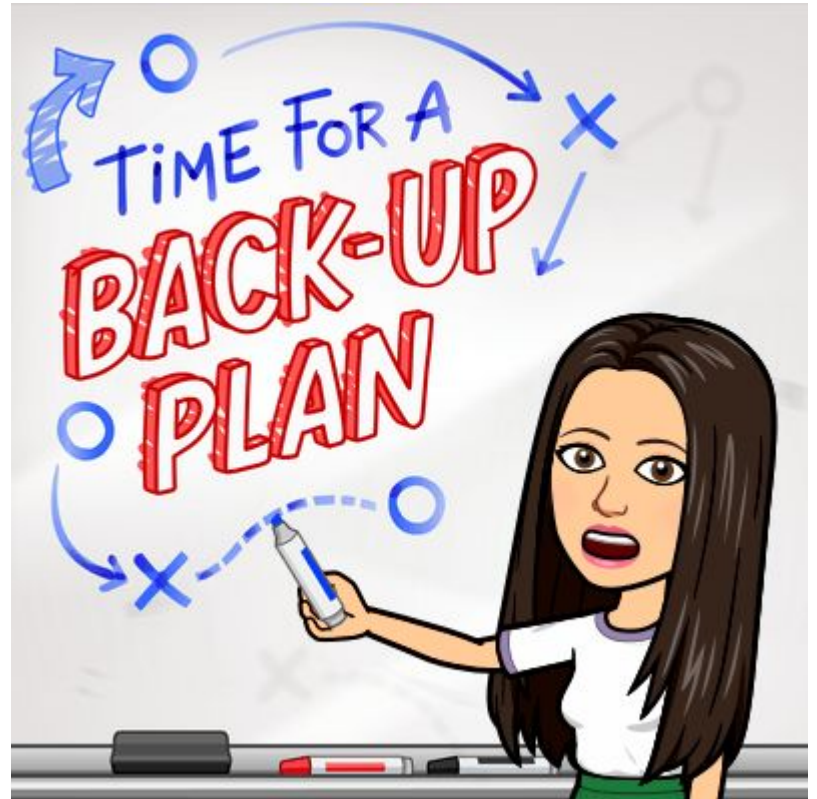# Check out these focus promoting resources!

- Movement Breaks
  https://www.yourtherapysource.com/blog1/2017/10/01/bilateral-coordination-skills/#:~:text=Bilateral%20coordination%20is%20the%20ability,time%20or%20with
- Focusing Tools
  Graphic Organizers
- Cornell Notes

https://www.youtube.com/watch?v=lsR-10piMp4

Survey Link