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# Executive Functioning

— February 22, 21017 —

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**Welcome!**

Please sit at a table that corresponds with  
your child's grade level

# Agenda

Introductions

Define executive functioning

Discuss strategies for supporting executive functioning

# Who is here tonight?

Parent of a . . .

Early learner student (EC-1st)

Elementary school student (2nd-5th)

Middle school student (6th-8th)

High school student (9th-12th)

Educator at . . .

Westbrook

Fairview

Lions Park

Lincoln

# PEPS Meeting Expectations

EXPECTATION	PEPS MEETING
<b>BE RESPECTFUL</b>	<p>Please,</p> <ul style="list-style-type: none"><li>◆ Attend to the “come back together” signal</li><li>◆ Turn cell phones to “off” or to “vibrate”</li><li>◆ During small group discussions, you are encouraged to share in a nonjudgmental, supportive and confidential environment</li><li>◆ Use parking lot for individual questions</li><li>◆ Wait for communications with others until activities, break times or write notes</li><li>◆ Attend to speaker – avoid distractions</li></ul>
<b>BE RESPONSIBLE</b>	<p>Please,</p> <ul style="list-style-type: none"><li>◆ Sign attendance sheet</li><li>◆ Complete evaluation upon close</li><li>◆ Actively participate</li></ul>
<b>BE SAFE</b>	<p>Please,</p> <ul style="list-style-type: none"><li>◆ Take care of your own personal needs</li></ul>

# Parking Lot



# Social and Emotional Learning Core Competencies



# Executive Functioning-What is it?

Self-regulation of attentional, cognitive, and affective behaviors

Ability to efficiently manage time and materials

Awareness of one's strengths and weaknesses

Ability to engage in goal-directed behavior, including initiating behaviors

Ability to monitor and evaluate performance in relation to one's goals

Ability to flexibly revise plans and strategically solve problems



# Executive Functioning-What is it?

Birth	Executive functioning skills begin to develop
Elementary	More developmental emphasis on self-regulation and visual analysis
Later elementary/ adolescence	Complex planning, verbal fluency, attentional control, processing, more sophisticated goal-setting, planning, time management, strategic thinking related to self-monitoring and self-evaluation

# Skills Impacted by Executive Functioning

Impulse Control

Emotional Control

Flexibility

Working Memory

Self-monitoring

Planning and Prioritizing

Task Initiation

Organization

# Executive Functioning-Steps to Completing a Task

1. Analyze a task and figure out what needs to be done.
2. Plan how to complete the task.
3. Get organized and break down the plan into a series of steps.
4. Figure out how much time is needed to carry out the plan, and set aside the time.
5. Make adjustments as needed.
6. Finish the task in the time allotted.

# Classroom Structure & Learning Environment

## Room Arrangement

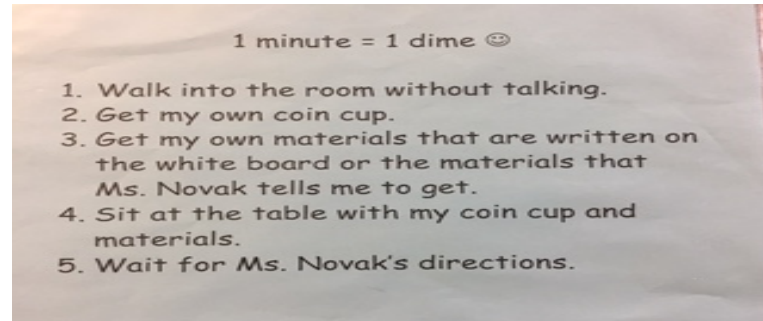
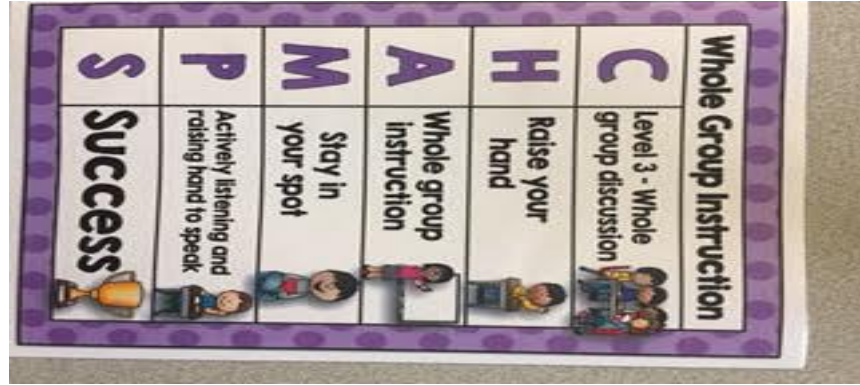
Supply Center

Homework Center

## Routines

Distributing and collecting homework

Visual supports (display center rotation,  
color-coded systems)



# Stacey's Home Matrix

<i>Home Matrix</i>					
	<b>Bathroom</b>				
<b>Act Responsible</b>	<ul style="list-style-type: none"><li>-Follow bathroom visual schedule and take care of ourselves to keep healthy.</li></ul>				
<b>Work and Play Safely</b>	<ul style="list-style-type: none"><li>-Keep hands and feet to self.</li><li>-Use bathroom</li><li>-Brush teeth</li><li>-Wash and dry hands, face and ears</li><li>-Brush hair</li></ul>				
<b>Show Respect</b>	<ul style="list-style-type: none"><li>-Follow bathroom routine without complaining</li><li>-Follow parent's directions and use kind words and voice.</li></ul>				

## Small Group Discussion

How can you structure your home environment to support executive functioning?

# Managing Time

Daily Schedule (whole class or individual)

Monthly Calendar

Timers

Checklists

Assignment notebook/planner

Making a schedule for after-school activities

Teach students to track time

## Morning Chart

Bus: 8:17am

	M	T	W	Th	F
Wake	●	●	●	●	●
Breakfast	●	●	●	●	●
Meds	●	●	●	●	●
Get Dressed	●	●	●	●	●
Brush Teeth	●	●	●	●	●
Deodorant	●	●	●	●	●
Brush Hair	●	●	●	●	●
Wash Glasses	●	●	●	●	●
Ready for Bus	●	●	●	●	●
TOTAL POINTS	●	●	●	●	●





**First** → **Then**

work

toys

www.alsa-support.co.uk

What do I need to do today?

3:00	
4:00	
5:00	
6:00	
7:00	
8:00	

1st	
2nd	
3rd	
4th	
5th	
6th	

# Material Management

Folder/Binder or Locker cleanout

Folder/Binder system

Labels, racks, dividers



## Small Group Discussion

What strategies can you use to help support time or material management?



# Self-Awareness & Self-Monitoring

## Self check

I treated others  
with respect

I stayed on task

I participated

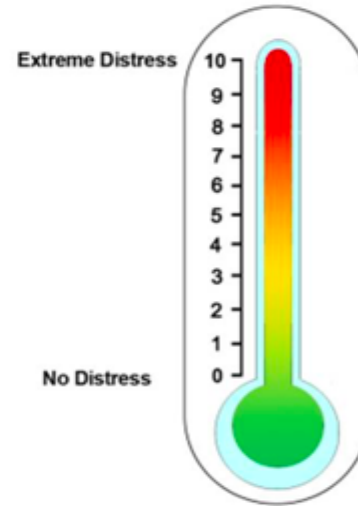
# Self-Awareness & Self-Monitoring

Date:	Quiet Mouth (No Shouting Out)	Work Completion (In Class)	Work Completion (Out of Class)	Behavior Break (Out of Class)	
9:20-9:50 Math				G___ Y___ O___ R___	Time/Reason:
9:50 - 10:20 Math (Workstation)				G___ Y___ O___ R___	Time/Reason:
10:20-10:50 Read Aloud /Snack/Heggerty				G___ Y___ O___ R___	Time/Reason:
10:50-11:20 P.E., Grammar				G___ Y___ O___ R___	Time/Reason:
11:20-11:50 Daily 5				G___ Y___ O___ R___	Time/Reason:
4 😊 for reward! 4 😊 each for double reward!				Totals:  G___ Y___ O___ R___	

# Self-Awareness & Self-Monitoring

Date:

What made me feel stress?	
What strategy did I use?	
Did it make me feel better?	
What did the teacher observe?	





## Small Group Discussion

What strategies can you use to help support self-awareness & self-monitoring?

# Teaching Emotions at Home

**Ways to teach and model feelings identification at home:**

1. Express our own feelings when we are frustrated or happy.  
Labeling our own feelings.
2. Talk about emotions.
3. Read books or watch videos together.
4. Define what it looks like.

# Emotional Self-Regulation

**Coping strategies that I can use when I feel frustrated or stressed...**



**1. STOP, THINK & TRY**

(Try the problems /questions that I know first, then come back to the problems that I don't understand. After I give it my best, I will then ask for help from a teacher).

**2. TAKE A SHORT BREAK** (drink of water or quick walk)

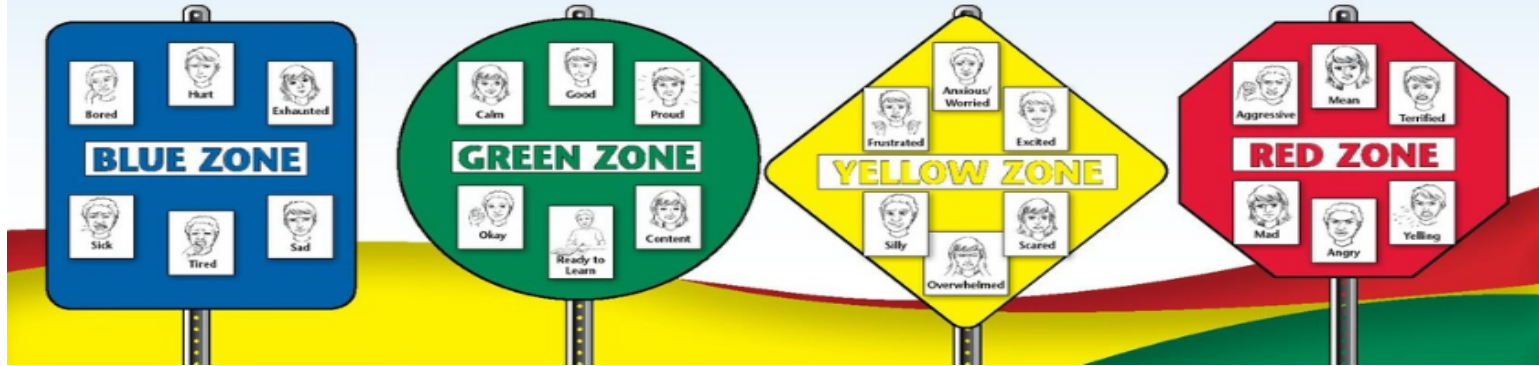
**3. REFRAME MY THOUGHTS** (Give yourself a pep talk, think about positives instead of negatives)

**4. TAKE A DEEP BREATH BEFORE MOVING ON**

**5. VISUALIZATION** (think of a calm, relaxing place)

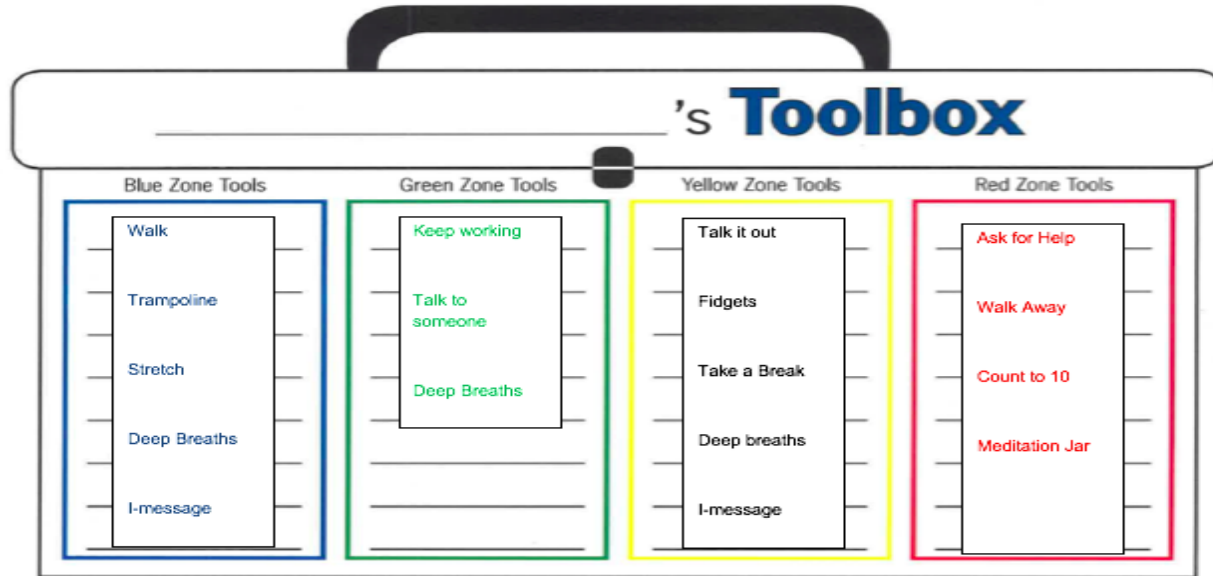
**6. USE MY STRESS BALL OR SILLY PUTTY**

# THE ZONES OF REGULATION®



- Common framework / language
- Visual
- Explicit
- Can be modified

# Emotional Self-Regulation



## Small Group Discussion

What strategies can you use to help support emotional self-regulation?

## **Closing Activity: *Time to Reflect...***

One thing I learned during this session is...

One thing I would like to have clarified would be...

One thing I could do to apply this learning is...

**SHARE with the person sitting next to you.**

**Share one thing with whole table group.**

# Evaluation



Next Meeting: April 19th at Lincoln



Thank you!

The image features the words "Thank you!" rendered in a vibrant, hand-drawn style. The letters are thick and filled with various colors and patterns. The word "Thank" is positioned on the top line, and "you!" is on the bottom line. The letters are decorated with patterns like zig-zags, stripes, and polka dots. There are several decorative flowers in blue, pink, and purple scattered around the text. The background is a light blue gradient.