

## Promoting Executive Function Skills

### Overview of Strategies

1. **Remember that once a student is in subcortical lock – do not overload or focus on emotions.**
  - a. Focus on the issue:
    - i. State facts.
    - ii. Come up with a Plan.
    - iii. Get on the Timeline
    - iv. Talk to Yourself
    - v. Highlight/Reward the Positive
2. **Attention Capacity**
  - a. Minimize adding distractions
  - b. Organize, Integrate and label directions/concepts
  - c. Encourage self talk ->
    - i. How am I going to stay focused?
    - ii. How am I going to remember to?
    - iii. What can I tell myself to keep from.....
3. **Remembering Information: The Brain's File Cabinet**
  - a. Organize information into a clear structure before it is to be remembered
4. **Right Brain/Left Brain Memories: MAKE IT VISUAL!!!** Visual memories are more effective and are remembered longer!
5. **Get on the Road to Executive Function Skills:**
  - a. Here I am. What is my Goal? What do I want?
    - i. Teach Forethought: Predict the outcome
  - b. Get a handle on the situation. Read the STOP signs.
    - i. Space
    - ii. Time
    - iii. Objects
    - iv. People
  - c. Access experience & Predict the Outcome
    - i. Look back: Have I traveled this road before?
      1. scale my experiences
      2. How did everything work out?
        - a. What worked?
        - b. What did not work?
    - ii. Look Ahead
      1. What's the dream?
        - a. What will it look like if I reach my goal?
      2. What's the nightmare?

## Executive Functions

6. **Scaling:** Always help students to place experiences on a scale
7. **Avoid Learned Helplessness:** record the steps in the process of how to do it
8. **STOP:** Space, Time, Objects, People: Read the cues in your environment
9. **Time:** estimate time, know the PACE, know the moment in time and GET YOUR GAME ON (pre task -- task--post task)
  - a. Use **timers/watches/clocks** to monitor the passage of time and to stay on task
  - b. Get on the Timeline
    - i. Break time down specifically
      1. Use the As Long As technique
      2. Allocate time
      3. Use the 'click' strategy
      4. Match the Pace
      5. Get your Game On
      6. "Now and Later" approach
      7. Constantly be teaching time concepts and the estimation of the passage of time
10. Teach **internal self talk** to stay on task:
11. **Declarative language:** Don't direct it.....**declare it**....use the the "Humph....." strategy
  - a. **How do you know...?**
  - b. **How will you....?**
12. **Form Episodic Memories:** Goal-Plan-Do-Review
  - a. **What is the same but different?**
13. **Minimize effect of language on attention capacity:** Use the CODE word strategy