

Response Inhibition

- “The capacity to think before acting; the capacity to delay or inhibit responding based on the ability to evaluate multiple factors”.
- Environmental Modifications/Organization
 - Increase external controls
 - Increase supervision
 - Find ways to cue the child to control impulses.
 - Remove distracting items or items not needed.
 - Put “stop” signs on doors or places students shouldn’t be.
- Teaching the Skill
 - Explain to the student the skill being worked on and your understanding of the intent.
 - Walk the student through the process, and practice in controlled environment.
 - When student is ready to use in other environment, cue the student.
 - Reinforce for using the skill.
 - Ignore disinherited response.
 - Gradually fade the cuing and reinforcement.

Working Memory

- “The ability to hold information in mind while performing complex tasks.”
- Environmental Modifications/Organization
 - Storage Devices
 - Cuing Devices
- Teaching the Skill
 - Explain the problem
 - Allow student to choose option to help
 - Rehearse using the cue

Self-Regulation of Affect

- “The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.”
- Environmental Modifications/Organization
 - Prepare child for anticipated problem situation
 - Teach coping strategies
 - Break tasks into smaller steps
 - Give the student a break if they become upset
- Teaching the skill
 - Explain the skill to the child
 - Have the student practice the skill
 - Reinforce for practicing
 - Cue the student in real life situation
 - Reinforce for using the skill successfully
- Specific Strategies

- Positive self-statements
- Verbalizing today's goal
- Visual imagery

Sustained Attention

- "The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom."
- Environmental Modifications/Organization
 - Start and stop times - Timers
 - Incentives
 - Breaking tasks into subtasks
 - Provide all materials needed for task
 - Offer checklists for homework or class routine
- Strategies and Teaching Techniques
 - Help the student become aware of how long they are able to stay on task.
 - Teach them how to break down tasks into pieces that they are capable of completing.
 - Helping them make a work plan, and then gradually transferring the responsibility to them for making the plan.
 - Cueing them to the plan.
 - Reinforcing them for following the plan.

Task Initiation

- "The ability to begin a task without undue procrastination, in a timely fashion."
- Environmental modifications
 - Verbal cuing
 - Visual cue or prompt
 - Walk the student through the first portion of the task to get them started.
 - Noting start and stop times
 - Offering options of when and how student will start
- Strategies and Teaching Techniques
 - Make a written plan or have the student create a written plan.
 - Have the student determine starting cue
 - Reinforce promptly starting the task
 - Gradually fade supervision

Planning/Prioritization

- "The ability to create a path in your mind how to reach a goal or complete a task."
May also include deciding what is important to focus on.
- Environmental modifications
 - Provide a plan or schedule for student to follow
 - Use scoring rubrics with assignments
 - Break long term assignments down and give deadlines to each subtask.

- Create a written schedule
- Teach students by walking through the planning process and until they understand how to do it.

Organization

- “The ability to arrange or place things according to a system.”
- Environmental Modifications
 - Students need to be given organizational schemes to work with
 - They need to be cued to use the organizational schemes
 - They need to be reinforced for doing so

Time Management

- “The ability to estimate, allocate, and execute within time constraints.”
 - This is a higher level executive skill that includes:
 - Follow and make a schedule
 - Plan and organize
 - Estimate the amount of time to complete a task
 - Monitor progress

Goal-Directed Persistence

- “The ability to have a goal and follow through with completion of the goal without being distracted.”
- Environmental Modifications
 - Give students a schedule to follow
 - Prompt them at each step
 - Impose time limits and provide reminders of the amount of time left
 - Use cuing devices
- Strategies and Teaching Techniques
 - **Coach Process**
 - Step 1 - Conduct a goal-setting session
 - Setting a goal.
 - Identifying potential obstacles and how to overcome those obstacles.
 - Writing a plan for achieving the goal.
 - Step 2 - Hold daily coaching sessions.
 - The purpose of the daily session is to make a plan for the day.

Flexibility

- “The ability to revise plans in the face of obstacle, setbacks, new information, or mistakes. It relates to an adaptability to changing conditions.”
- Environmental Modifications/Organization
 - Reducing novelty
 - Modifying the nature of the task

- Helping reframe the situation
- Increasing the level of support
- Teaching Strategies
 - Teach them about flexibility and what it means.
 - Teach them to recognize when they are becoming inflexible.
 - Teach coping strategies for managing the emotions.

Metacognition

- “The ability to stand back and view oneself or how you problem solved. It also includes self-monitoring and self-evaluation.”
- Environmental Modifications
 - Embedding questions designed to elicit metacognition into daily classroom instruction.
 - Building error monitoring into task assignments.
 - Giving children assignments requiring the to use metacognitive skills.

Strategies and Teaching Techniques

- There is not a specific way to be able to teach metecognition skills, as it is such a broad executive skill.

Information taken from Executive Skills in Children and Adolescents by Dawson and Guare and The Source for Development of Executive Functions by Richard and Fahy.