



Executive Functions

Impact in General and Special Education

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New SPED Directors Academy
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Executive Functions

- Welcome – Card
- Introductions – At Your Table; Speakers
- Overview – Addressing Three Questions





Why Spend Time Talking About
Executive Functions?

Is a ‘typical’ organizational goal in
an IEP appropriate?

Can Executive Function Deficits Impact
An Eligibility for SPED?

Definition...

The term executive functions is defined as a set of skills that act in a coordinated way to direct perception, emotion, thought and action.

Executive Functions control a person's ability in purposeful, organized, strategic, self-regulated and goal-directed behavior.....

George McCloskey, PH.D.



How Many Executive Functions Are There?

When we say go....

You will have 1 minutes to write down as
many executive function skills you know

GO!



Executive Function Skills

- Researchers
- Our own Executive Functioning Skill Strengths and Deficits
- Myths
- Possible Causes of Strengths and Deficits




Executive Functions

Source: Fetal Alcohol Spectrum Disorders Education Strategies – IDEA-B grant

Planning	Self Regulation
Sequencing	Initiation
Organization	Flexibility
Time Management	Ability to Shift Between Tasks
Prioritization	Focusing Attention
Working Memory	Sustaining Attention
Metacognition	Storing Information
Inhibition	Retrieving Information

Executive Functions - Two groups



The Metacognition Strand	The Social/Emotional/Regulation Strand
Goal Setting	Response inhibition (impulse control)
Planning/strategizing	Emotional control
Sequencing	Adaptability
Organization of materials	
Time Management	
Task initiation	
Executive/goal-directed attention	
Task persistence	
Working Memory	
Set Shifting	

Source: Executive Function In the Classroom; Kaufman

Executive Functions

Five Groups

Executive Functions				
Attention Focus	Organization Planning	Cognitive Flexibility	Emotional Regulation	Impulse Control
Source: Brain Hacks, Honos-Webb, PhD				





Executive Functioning What Are Your Strengths?

- Complete Executive Function Survey
- Talk to others at your table about your findings.
- Are your findings what you thought?
- What type/kinds of instruction worked for you in school?



Executive Functions MYTHS

“He’s clearly intelligent, but the laziness thing really gets in the way of his achieving up to his potential. It’s a shame, really.”

“If, she’d only apply herself and put the effort in, we might see her work up to the level we all think she can achieve. It’s so frustrating.”

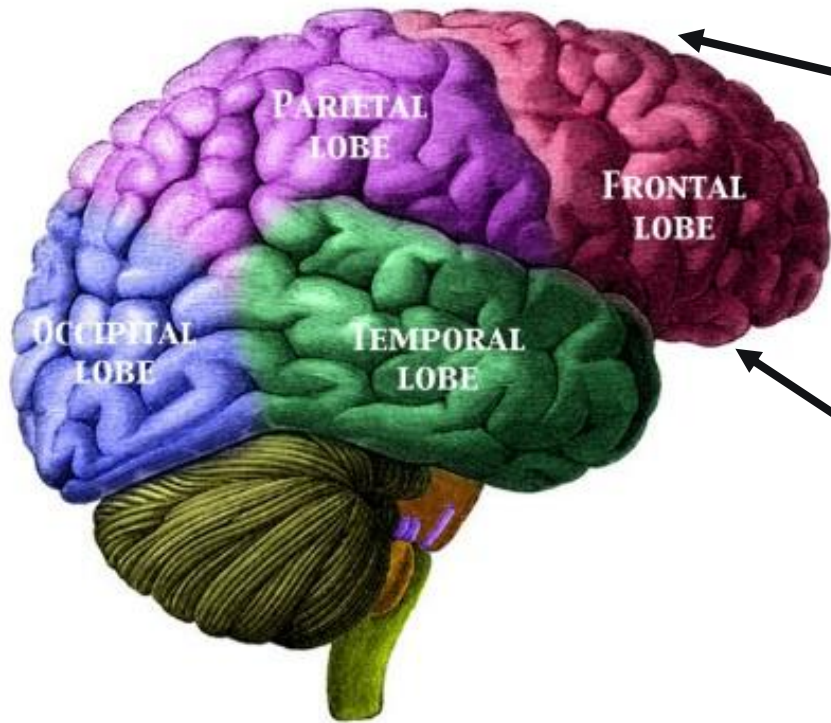
“He’s just lazy.”

“She doesn’t listen. She’s always looking around and not focusing.”

“He’s never in his seat. If he would just sit still, he’d learn so much more.”

“She just doesn’t want to. She doesn’t care if her work is messy or incomplete.”

What Might Be The Causes of Deficit Executive Function Skills?



The Dorsolateral Prefrontal Cortex

- Planning
- Strategizing
- Sustained Attention
- Flexibility
- Self-Monitoring

The Orbital Prefrontal Cortex

- Impulse Control
- Behavior Inhibition
- Emotional Modulation



What Might be the Causes of Deficits of Executive Function Skills?

- Genetics
- FAS/FDS
- Trauma
- Concussions
- Shaken Baby
- Car Accidents
- Poverty



Dr. Laurie Cestnick, Harvard University / MIT

<https://www.youtube.com/watch?v=GX5DzAwFVnc>

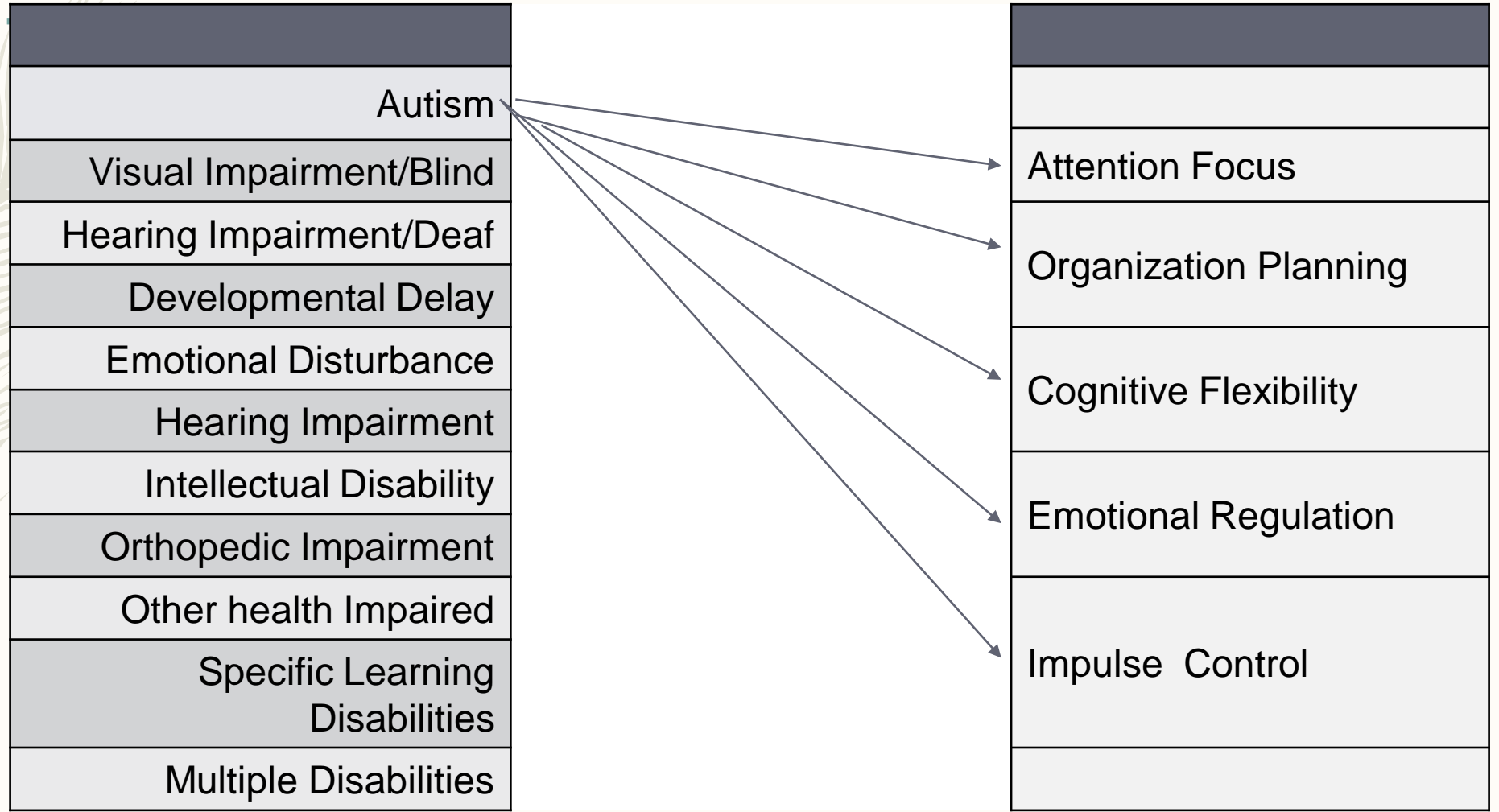
Can Executive Function Deficits Impact An Eligibility for SPED?



Autism
Visual Impairment/Blind
Hearing Impairment/Deaf
Developmental Delay
Emotional Disturbance
Hearing Impairment
Intellectual Disability
Orthopedic Impairment
Other health Impaired
Specific Learning Disabilities
Multiple Disabilities

Attention Focus
Organization Planning
Cognitive Flexibility
Emotional Regulation
Impulse Control

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Which Came First ---

Executive Function Strength or Deficit?

OR

Eligibility for A Disability Category?

When Do We Address the Executive
Function?



Jumping Forward To the IEP Planning Meeting

- Referral from SST
- **Planning meeting**
- Team decides if this is an area of need and moves to evaluate
- **Data** is reviewed, eligibility is determined and the DRAFT IEP is written with the gathered data to support writing areas to work on in the PLAAFP
- SMART goal is written; SDI is listed
- Supplemental Aides and Services are listed, if needed
- **Progress Monitoring points are identified**
- Work the plan and review data at the monitoring points.
- Get ready for the next annual IEP



Are 'Typical' Organization Goals Appropriate for an IEP?

Goal #1

- By Oct 10, 2020, Linda will organize – her classroom binder with help in the resource room.

- SMART Goal:
- Monitoring:
- SDI:
- Supp/Aides/Services:
- What is said at an IEP mtg about this goal?

Goal #2

- By Oct 10, 2020, given specially designed instruction in binder organization, Linda will demonstrate her ability to successfully organize her class binder with 75% accuracy in 4 out of 5 prompts as measured on data collection records.

- SMART Goal:
- Monitoring:
- SDI:
- Supp/Aides/Services:
- What is said at an IEP mtg about this goal?



Then Let's Get Ahead of This With...

- **Sliding Executive Function Informal Assessment into the Intervention** portion of our pre-referral – SST – process as a required step! [..\..\SAT Flow Chart.docx](#)
- Provide tools and training for the Gen Ed teacher that are easy, quick and valued
- Provide mentoring to support teachers through the SST Process
- And provide training for paraprofessionals to help with observations.



Why Spend Time Talking About Executive Functions?

Is a ‘typical’ organizational goal in an IEP appropriate?

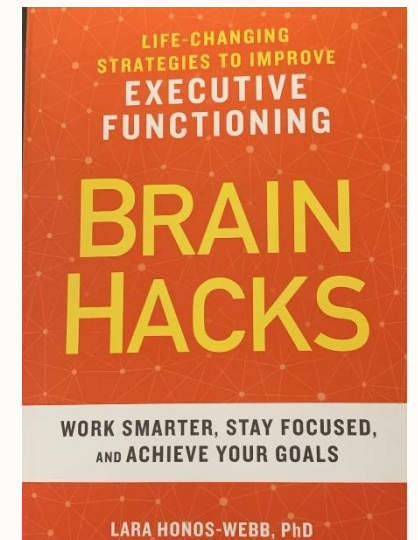
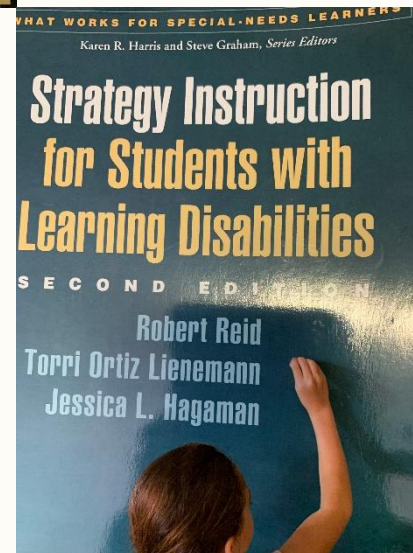
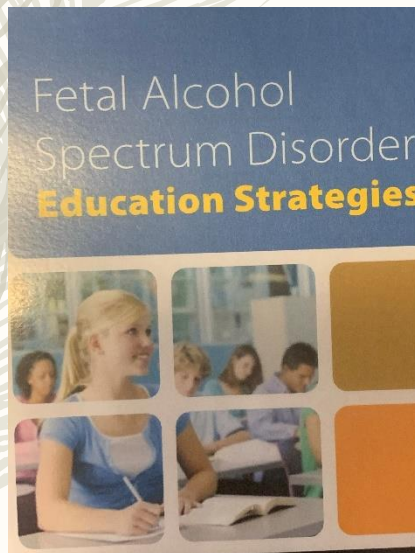
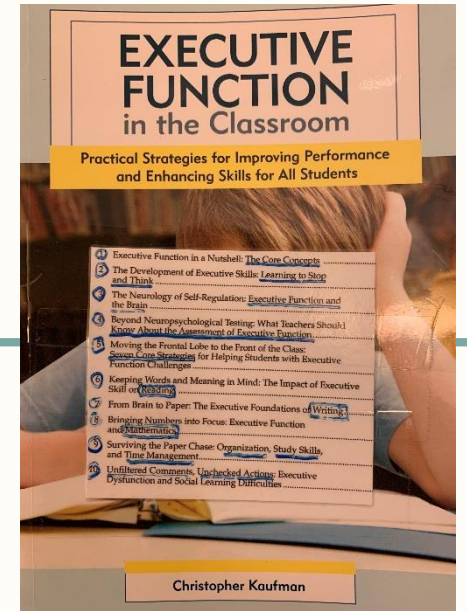
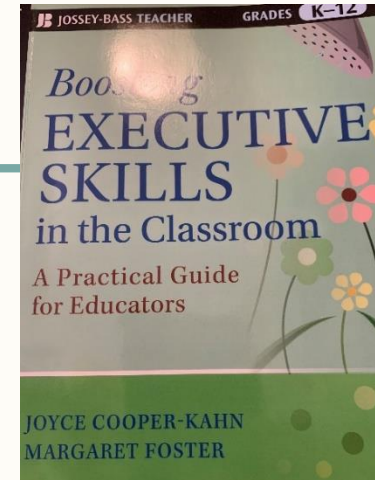
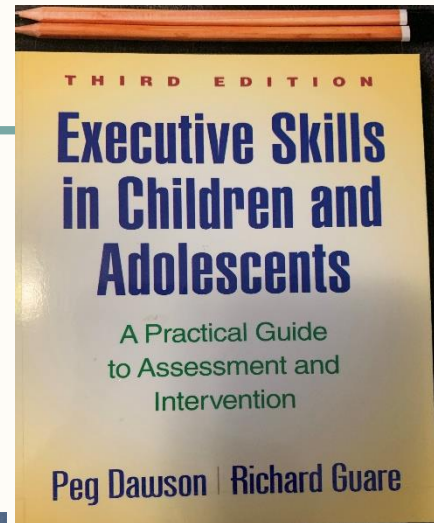
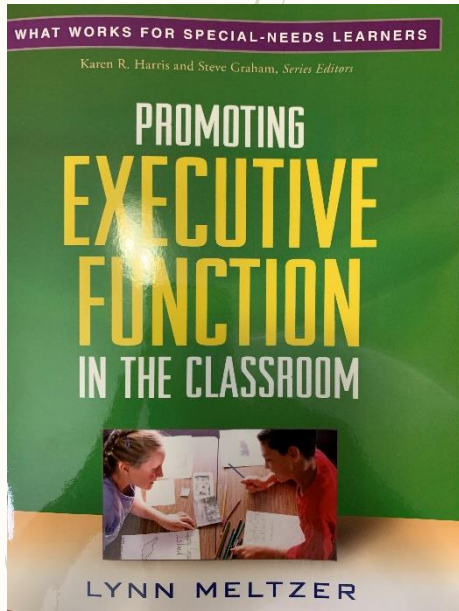
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Where do we get all this support?

- Provide tools and training for the Gen Ed teacher that are easy, quick and valued
 - Find material that is hands, logically sequenced, video based, and easily duplicated
 - Use a trainer of trainers model
 - Train one grade level team
- Provide mentoring to support teachers through the SST Process
 - Trainer supports SST process for the one grade level team
- And provide training for paraprofessionals to help with observations.
 - Include your paras in the training
 - Instruct paras to work with students, keep data and set aside time for teams to meet and reflect.

Resources





Resources

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- https://www.dodea.edu/Curriculum/specialEduc/upload/DoDEA_SST.pdf
 - <https://www.usd.edu/-/media/files/medicine/center-for-disabilities/handbooks/fasd-educational-strategies-handbook.ashx?la=en>
 - <https://globalgenes.org/2015/04/21/leading-iep-champion-strategies-to-improve-executive-functioning-ef/>
 - <https://www.yumpu.com/la/document/read/28995350/executive-functioning-handbook-jericho-school-district>

Thank You!

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