

# WELCOME!!

- Jennifer Mahon M.Ed
- [jen.thriv@gmail.com](mailto:jen.thriv@gmail.com)
  - 339-645-0249

## Executive Functioning Definition

- **Proficiency in adaptable thinking, planning, self monitoring, self control, working memory, time management, and organization**

# How do Executive Functioning skill deficits affect school performance?

- Missed assignments
- Lost items
- Difficulty planning
- Task initiation
- Task sustainability
- Task completion
- Behavioral changes

# How to tell there is a breakdown in executive functioning skills?

- Standardized test results (typically districts use the WISC-V) discrepancies between the testing domains (Verbal Comprehension, Visual Spatial, Fluid Reasoning, Working Memory, and Processing Speed)
- Standardized rating scales (Behavior Rating Inventory of Executive Function–BRIEF, Brown Executive Function/Attention Scales)
- Teacher observations
- Parent observations

# Example IEP/504 accommodations

- Graphic organizers
- Chunking of information
- Scaffolded notes
- Extra time
- Sentence starters
- Clear expectations
- Models of expected outcome
- Many, many more....

# IEP Goals/Objectives to address Executive Functioning needs...

- Every child is unique and at a different level...
- With adult support/faded adult support Jen will ask for clarification of directions with 80% accuracy and 100% independence by the end of the IEP period
- With adult support Jen will initiate a writing task by using a graphic organizer with 80% accuracy and 50% independence by the end of the IEP period.
- Jen will demonstrate the ability to sustain attention/focus to the development of three out of five paragraphs of an essay with 85% accuracy and 100% independence.
- Jen will complete an entire writing assignment using all taught steps of the writing process with 90% accuracy and 95% independence.

# Executive Function Needs/Skills are impacted

- Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder
- Generalized Anxiety Disorder
- Depression
- Specific Learning Disabilities (reading/writing or math)
- Autism
- Other

# What can I do at home to support my child(ren)...

- Establish Consistent Routines
- Use personalized schedules
- Label, label, label
- Let the routines/schedules do the work
- Be patient
- This takes time!!



Questions/Comments

**Thank you for participating!**