



Program for Inclusive Education University of Notre Dame

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Program for Inclusive Education (PIE)

Executive Function

Strategies for the Holidays

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Prayer for Inclusion

Father of *all* that is good and holy,
We ask that You bless us with Your infinite love and mercy
as we work with *all* students in your image.

Those students that read with grace, and those that need grace to read.
Those that lift others up, and those that need to be lifted up.
Those that embrace learning, and those that need embraced to learn.
Those that make us smile, and those that need a smile.

Grant us the knowledge, patience, and compassion to serve *all* students
in our care for they have Your gifts to celebrate.
We ask this in the name of Your son, Jesus Christ. Amen.

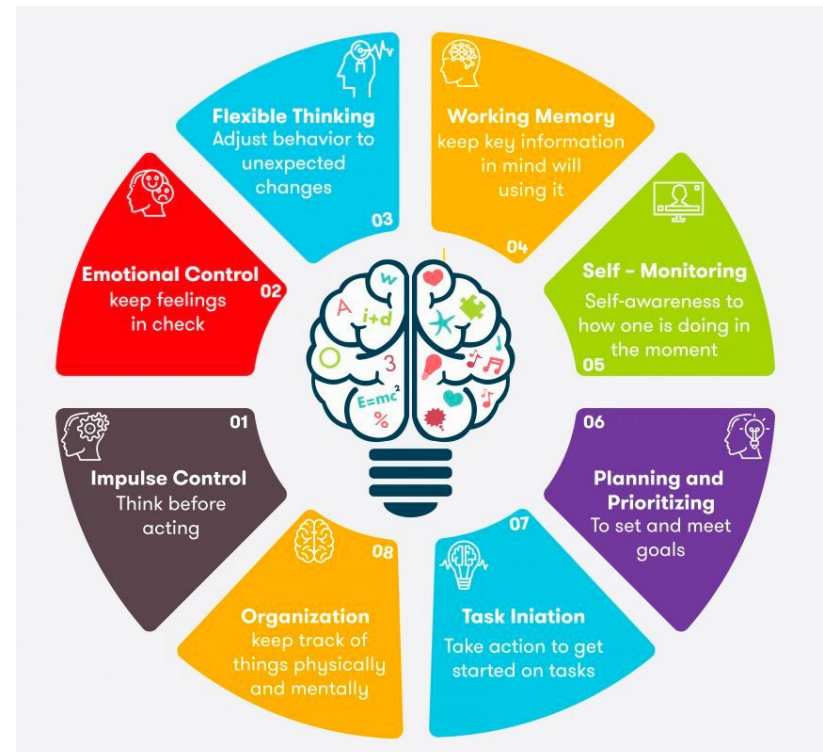
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What is Executive Function?

- Set of mental skills described as the *management system* of the brain.
- Depend on three types of brain functions
 - Working memory
 - Mental flexibility
 - Self control



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Holiday Hectics!

1. **Impulse & Emotional Control**
2. **Self Management**
3. **Prioritization & Flexibility**
4. **Self Regulation/Monitoring**



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Impulse & Emotional Control

Goal: Reduce triggers to assist.

1. Structure & consistency
2. Preview tasks/events
3. Visual prompts
4. Brain breaks



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Strategy: Smart Goals



SMART GOALS *reduce anxiety!*

Students who struggle with EF can feel overwhelmed at the beginning of a unit, project, or transition. Creating SMART goals reduces anxiety by providing clear expectations and focus.

1. Preview the task/project/unit.
2. With the student, create a goal that is...



<https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>

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Literacy

By the *end of the 1st quarter when I take my unit test*, I'll be able to *accurately retell the main idea and important details* of my *4th grade book* using a graphic organizer.

Organization/Behavior:

Every day before going home, I will *tidy my desk and area by putting materials in my cubby*. I will keep a checklist on my desk as a *reminder*.

Name: Avery Date: 7/20/19

My SMART Goal Planner

S SPECIFIC What EXACTLY do I want to accomplish?
I want to get all 4's on my report card.

M MEASURABLE How will I know when I meet my goal?
When my report card comes out.

A ATTAINABLE Is it possible to meet this goal with effort by my timeline?
If I work hard during school and at home, I can accomplish my goal.

R RELEVANT Is this goal worth working hard to accomplish? Does it help me with my long term goals?
This goal is worth working hard for because it will make my parents and myself happy. Also, I'll get good grades now it will help me in school later.

T TIMELY What is the deadline I have set to meet this goal?
By the end of the quarter.

A goal without a plan is just a wish -Antoine De Saint Exupery

Mrs. Winter's Bliss

Name _____ Date _____

Goal Planning

S Specific? **M** Measurable? **A** Attainable? **R** Realistic? **T** Time-Oriented?

S _____

M _____

A _____

R _____

T _____

ELEMENTARY ASSESSMENTS • SMART GOALS

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Self Management

Necessary skills: Time management, task initiation, organization

1. Visual checklists
2. Color coding
3. Calendar/alerts
4. Goal setting



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Strategy: Chunking

Increase task accuracy and successful completion by breaking down tasks, directions, materials, and/or projects into manageable segments.

- Effective for processing, memory, & attention
- Teach to develop independence

Steps:

1. Proactively break down projects
2. Present one task at a time
3. Discuss/teach individual components



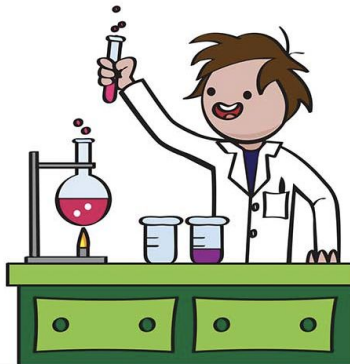
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The Short Answer:

What are the steps in a science fair project?

1. Pick a topic
2. Research
3. Hypothesis
4. Experiment
5. Construct an exhibit for results
6. Write a report
7. Practice presenting



Josie's Christmas Break Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Breakfast & Make Bed				
8:30 - 9:00	Review	Christmas Cards	Ice Skating	Baking Cookies	Wrapping Gifts
9:00 - 9:30	Schedule				
9:30 - 10:00	Clean Room				
10:00 - 10:30					
10:30 - 11:00	Break/ Social				
11:00 - 11:30	Reading & Journal	Project	Reading & Journal	Project	Reading & Journal
11:30 - 12:00					
12:00 - 12:30					
12:30 - 1:00					
1:00 - 1:30	Lunch Time				
1:30 - 2:00					

1. Determine topic
2. Research information
3. Outline steps
4. List of supplies & buy
5. Set goals by date
6. Begin construction

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<https://www.understood.org/articles/en/how-to-help-your-child-break-up-a-writing-assignment-into-hunks>

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Prioritization & Flexibility

Necessary skills: Ability to create steps to reach a goal, make decisions, and change strategies or revise a plan

1. Visual schedules
2. Routine consistency
3. Think aloud
4. Checklist of tasks



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Strategy: Visual Schedule

A visual schedule is a graphic representation of tasks and activities. Similar to chunking and checklists, visual schedules can be used to breakdown multiple steps or activities in a day.

1. Confirm any schedule changes
2. Update visuals in the classroom or individually with students...



	Schedule
8:00-8:20	Morning Work
8:20-9:20	Math
9:20-9:30	Bathroom/Stretch
9:30-10:30	Groups
10:30-11:00	Music
11:00-11:40	Social Studies
11:40-12:30	Lunch
12:30-1:30	Language Arts
1:30-2:00	Centers
2:00-2:30	Science
2:30-2:45	Reflect/Pack up
	Dismissal

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CSW Spirit Week

FEBRUARY 1-5



Superhero Day Community & Nation Appreciation Day  MONDAY Wear Favorite Superhero	Crazy Hat Day Grandparent's Day  TUESDAY Wear Crazy Hat - Made in Art	Field Day Student Appreciation Day RED BLUE WHITE  WEDNESDAY Wear Your Team Color	Liturgy Day Parent Appreciation Day  THURSDAY Wear Liturgy Uniform	Teacher Attribute Day Administration, Faculty and Staff Appreciation Day  FRIDAY Wear Positive Teacher Attribute
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All Saints Catholic School, FL

SHDHS Celebrates Catholic Schools Week

"Learn. Serve. Lead. Succeed."

Monday, January 29 - Thank/Celebrate Faculty and Staff

Breakfast and lunch provided for the faculty/staff

Dress: Out of Uniform - Everything denim



Tuesday, January 30 - Thank/Celebrate Religious Life

All School Mass - Assembly schedule

Pope Francis buttons distributed in the lobby before school

Ice Cream Sundae Bar at all lunches (served by faculty)

Dress: IN UNIFORM



Wednesday, January 31 - Thank/Celebrate Parents and Family

Family Feud - Flex Assembly

Dress: Out of Uniform - Decades: Freshmen - 50s, Sophomores - 60s, Juniors - 70s, Seniors - 80s



Thursday, February 1 - Thank/Celebrate Students

Pancake breakfast before school in the cafeteria

Write a Thank You note to parents before school in the cafeteria or during Flex in the lobby

Dress: Out of Uniform - Pajamas

Friday, February 2 - Thank/Celebrate the SHDHS Community

Post to our "I love the SHDHS Community" wall in the lobby

Dress: 1st Friday - Seniors are out of uniform; underclassmen wear Spirit Wear tops, uniform bottoms



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Rocket Launch



[Email](#) +
 [Canvas](#) +
 [Drive](#) +
 [Calendar](#) +
 [PowerSchool](#) +
 [Café / Lunch Menu](#) +
 [Library](#) +
 [Counselors](#) +
 [Weather](#) +
 [MSM Cares](#)

Exam Week Schedule

Mon, Dec 13	Tue, Dec 14	Wed, Dec 15	Thu, Dec 16	Fri, Dec 17
A-Day	B-Day	Exam Day	Exam Day	Exam Day
Regular Schedule	Regular Schedule	8:00– 9:25 - 1A Exam 9:35–10:55 - 2A Exam 10:55–11:35 - Lunch 11:40– 1:00 - 4A Exam	8:00– 9:25 - 1B Exam 9:35–10:55 - 2B Exam 10:55–11:35 - Lunch 11:40– 1:00 - 4B Exam	8:00– 9:25 - 3A Exam 9:40–11:00 - 3B Exam

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Self Regulation/Monitoring

Necessary Skills: Recognize when and how to use strategies and check their effectiveness

Goal: Evaluate personal performance or progress

1. Transition warnings
2. Practicing Routines
3. Checklists
4. Self-assessment



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Strategy: Self-assessment

The process of reflecting on one's own progress or evaluating one's own performance. For this to happen:




1. Students need an example of mastery
2. Students need to understand expectations
3. Students need vocabulary for assessment beyond describing how they are feeling

In some cases peer critique might be helpful, but with practice so critiques and constructive, and clear.

Name _____ Date _____

Self Check

Read to Self

How did I do today?			
	1	2	3
	Uh oh	so so	good
Talking	I talked to a friend more than one time	I talked to a friend one time	I did not talk to a friend
Reading	I took more than one break in reading	I took one break from reading	I read the whole time
Walking	I walked around more than one time	I walked around one time	I stayed in place

Unit 1 Introduction to Trigonometry

For each vocabulary word, select your level of knowledge for the word. Do not do any research as this is your opinion only!

Name _____

Your answer _____

Unit Vocabulary

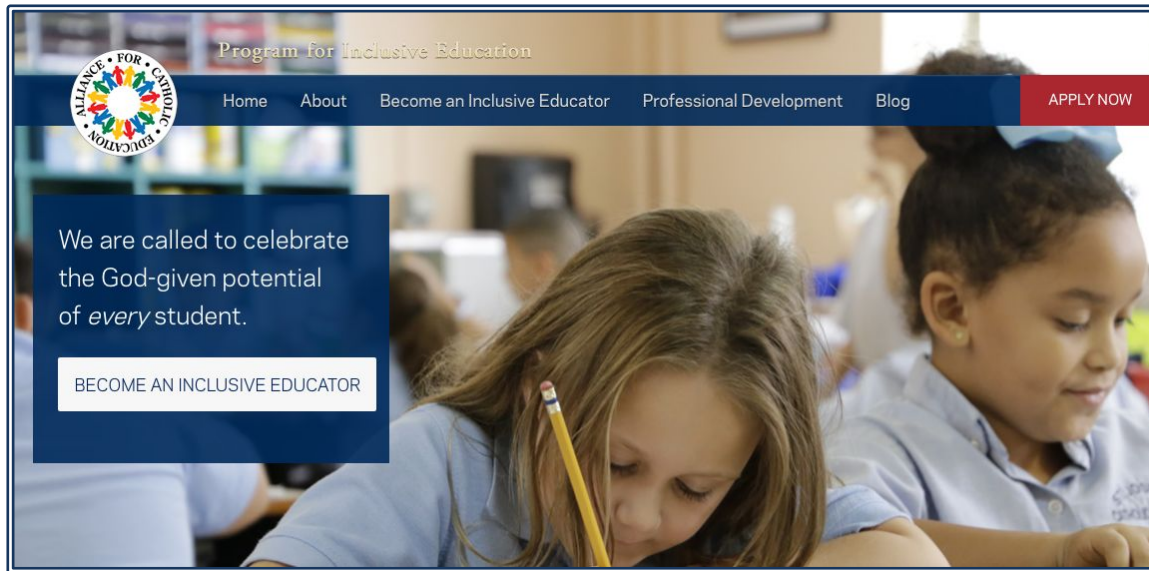
	Column 1	Never heard of this	Not very confident of the meaning	Could define this	Could teach others about this
Acute Angle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complementary Angles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cofunction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vertex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initial Side of an Angle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Professional Learning Contacts

- Apply to PIE 6: ace.nd.edu/inclusion
- PIE Cohort: agiroux1@nd.edu
- PD: cbonfiglio@nd.edu



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