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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A LITTLE SLICE OF **PᴘE**

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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
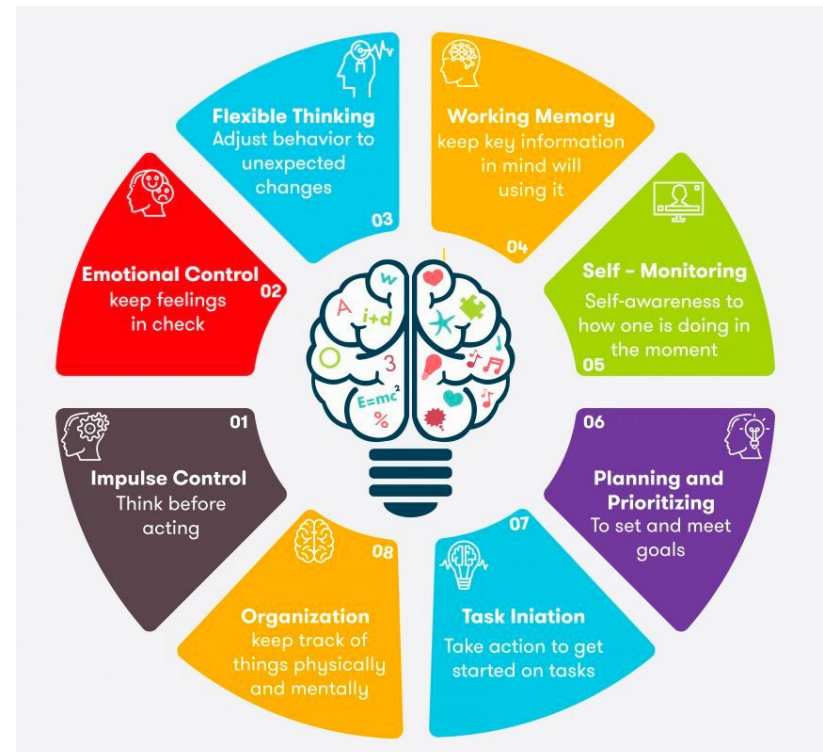
Holiday Hectics!

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

Impulse & Emotional Control

Goal: Reduce triggers to assist.

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

7 Steps of Relaxation — relax Kids www.relaxkids.com

MOVE — Warm up exercise for energy & fun
PLAY — Activity games for vitality, creativity & joy
STRETCH — Stretching for balance, inner strength & power
FEEL — Peer/Self massage for self awareness, empathy and respect
BREATHE — Breathing exercises for improved health, anxiety & inner calm
BELIEVE — Affirmations for self esteem, confidence & positivity
RELAX — Visualisations for deep relaxation, imagination & peace

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 <u>clear expectations</u> and <u>focus</u>.

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**.

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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

REMINDER

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
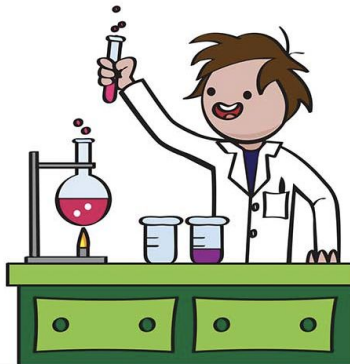
Josie's Christmas Break Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00 - 8:30	Breakfast & Make Bed				
8:30 - 9:00	Review Schedule	Christmas Cards	Ice Skating	Baking Cookies	Wrapping Gifts
9:00 - 9:30					
9:30 - 10:00	Clean Room				
10:00 - 10:30					
10:30 - 11:00	Break/ 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

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

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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**

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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All Saints Catholic School, FL   St Henry District HS, KY

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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**

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.

Self Check   Read to Self

Name _____   Date _____

How did I do today?	😞 1 Uh oh	😐 2 so so	🙂 3 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 one 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!
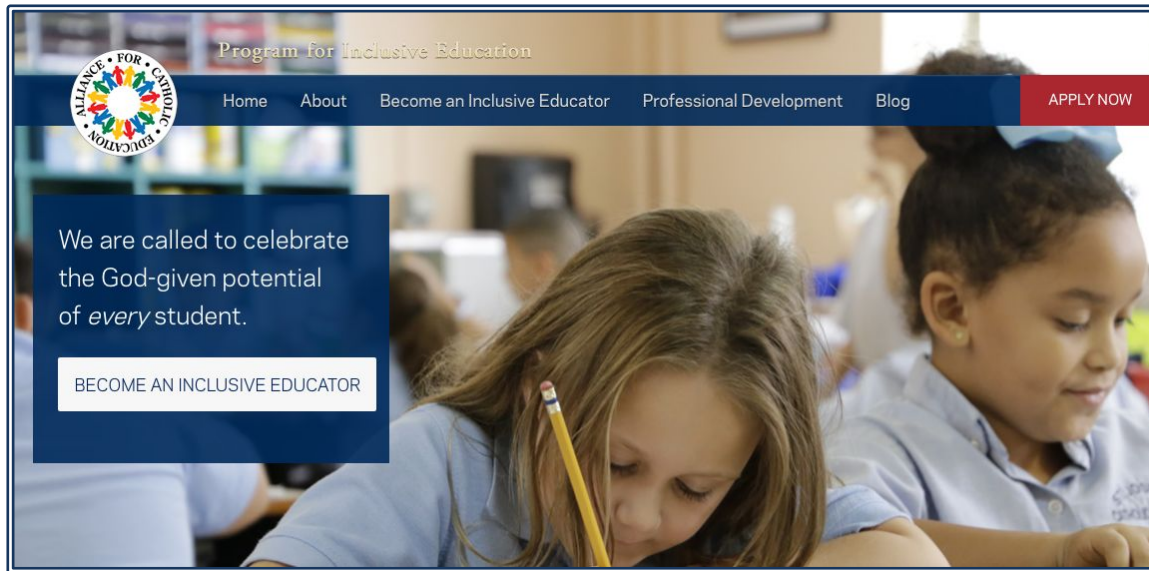
Name

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	○	○	○	○	○
Radains	○	○	○	○	○
Complementary Angles	○	○	○	○	○
Cofunction	○	○	○	○	○
Vertex	○	○	○	○	○
Initial Side of an Angle	○	○	○	○	○

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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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