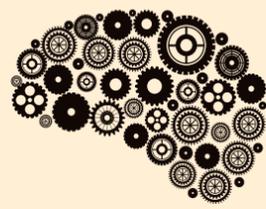


# EXECUTIVE FUNCTIONING



Brain processes that are important for behavior regulation, planning, task completion, and goal-setting.

## Time Management

Ability to set time limits and meet deadlines.

## Planning

Ability to develop a plan and make decisions to achieve a goal

## Organization

Ability to keep track of information and materials

## Task Initiation

Ability to work efficiently and start tasks without procrastination

## Sustained Attention

Ability to maintain attention to tasks with limited distraction despite fatigue or boredom

## Response Inhibition

Thinking and planning before responding or acting

## Working Memory

Ability to maintain awareness and hold information in memory while completing tasks

## Flexibility

Ability to adjust plans and in response to changes and obstacles

## Emotional Control

Ability to respond to emotions to achieve goals and complete tasks

## Metacognition

Having an awareness of one's self. Self-monitoring and evaluation skills to adjust behavior

## Executive Functioning and Academics

Important for:

- Sustaining attention, planning projects and completing assignments on time
- Participating in group discussions and communicating effectively
- Maintaining information in memory and retrieving this information while completing tasks
- Keeping track of multiple tasks or pieces of information at the same time
- Self-reflection, flexibility, and correction when completing assignments

## Recommendations

### General

- Break tasks into small steps and use step-by-step instructions
- Use a combination of verbal, visual, and written instructions
- Provide routine and structure as well as clear guidelines for students to follow
- Replacement behaviors: Teach students what to do and ask them to practice.
- Lay out expectations: Help students understand what to expect during different situations

### Behavior Management

- Provide simple signs, signals or statements to let students know when to stop a behavior
- Plan in advance: Talk to students about expectations prior to events
- Reinforce appropriate behaviors. Implement a reward chart and allow child to pick rewards.

### Organization

- Develop an organization system that works best for the student. For example, have the student place homework in a special folder.
- Create checklists or photo charts for activities (Ex: Getting ready for school)
- Provide reminders about completing tasks and slowly decrease these prompts over time.
- Use additional resources such as cell phone reminders and planners to keep track of assignments and time limits

## Resources

**Center of the Developing Child**  
<https://developingchild.harvard.edu/resources/>

**Understood**  
<https://www.understood.org/>

**Child Mind Institute**  
<https://childmind.org/topics/concerns/executive-function/>

**LD Online**  
<http://www.ldonline.org/>