Executive Function in 2020

Landmark Learns

October 27, 2002

Ariel Martin-Cone & Katie Worden
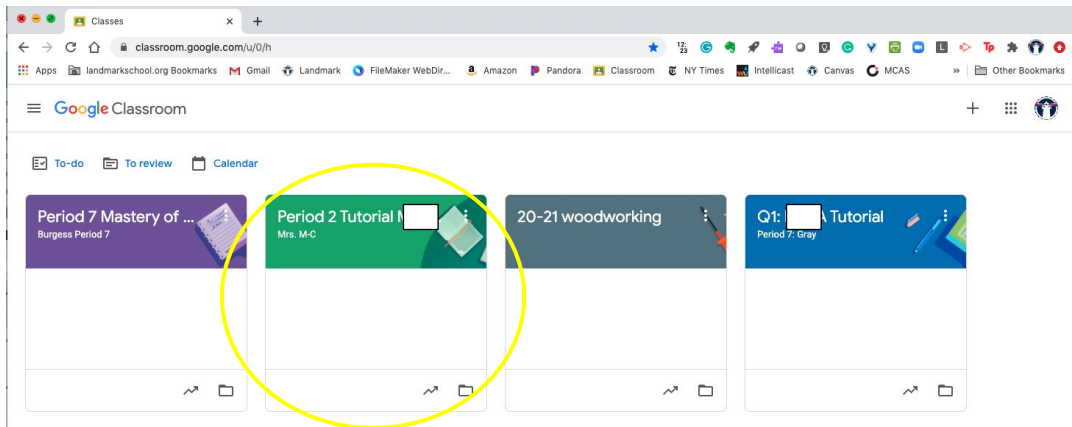
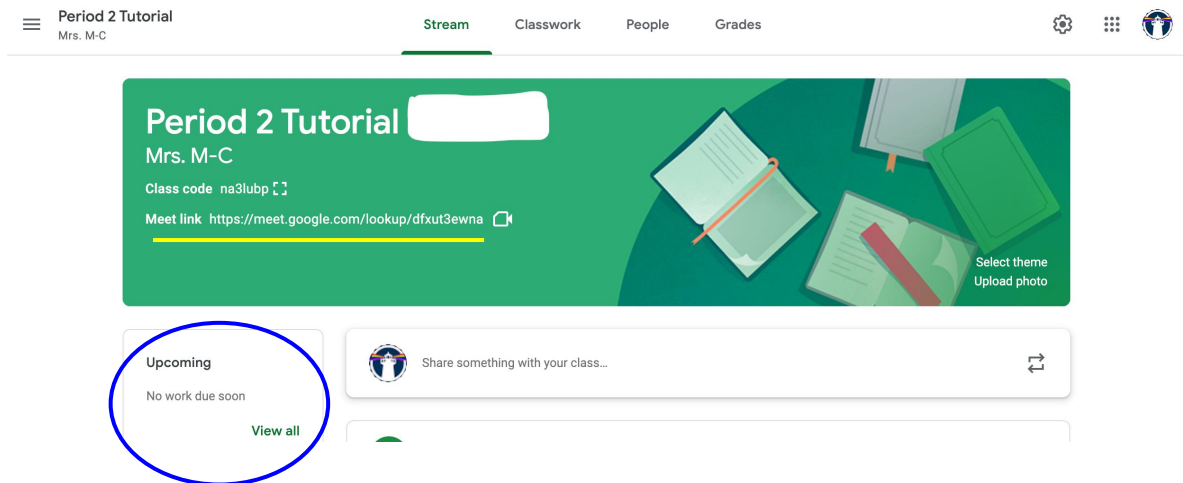amartincone@landmarkschool.org   kworden@landmarkschool.org

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Agenda

- *Introduction to Google Classroom*
- What is Executive Function?
- Supporting the 6 domains of Executive Function in 2019 and 2020
- How can you support your student(s) at home?
- Questions

How does Google Classroom work?

Stream

Classwork & Topics

2 Tutorial

Stream · Classwork · People · Grades

+ Create   Meet · Google Calendar · Class Drive folder

All topics

Writing

Research

The 100

Informal Assessment

Writing   ⋮

📄 Monday, Oct 5: The 100 (Ch. 12, Clarke), Qui...   Posted Oct 5

Research   ⋮

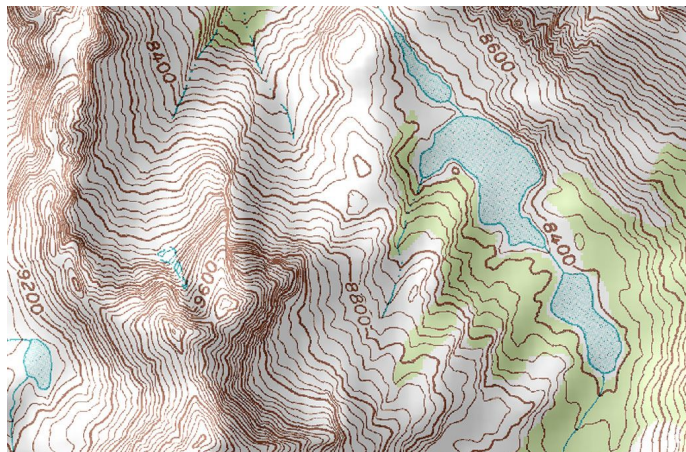📄 Thursday, Oct 22: Candidate poll   Posted 8:50 AM

📄 Wednesday, Oct 21: Gun Safety plans   Posted Oct 21

📄 Tuesday, Oct 20: Gun Safety plans   Posted Oct 20

What is executive function?

Executive function is:

"The mental process of planning and organizing flexible, strategic, appropriate actions.

. . .

It provides a sense of readiness, agency, flexibility, and coherence"

(Moran, Gardner 2007)

"Hill, Skill, and Will"
(Gardner, Moran 2007)

Executive function as Intrapersonal Intelligence

Intrapersonal = "cognitive capacity that processes self-relevant information. It analyzes and provides coherence to abilities, emotions, beliefs, aspirations, bodily sensations, and self-related representations in two ways: increasingly complex understandings of oneself (self-awareness) and increasingly complex orchestration of aspects of oneself within situations (executive function)"

(Gardner, Moran 2007 pg. 21)

Hill

"A person's *hill* is the goal, aspirational self, or possible self - who the person wants to be or the destination toward which he or she direct abilities and efforts." (pg. 22)

Who, what, or where
do you want to **be**

Skill

"One's *skills* are learned sequences of behavior in a societal domain or discipline that draw on one or more intelligences" (22)

What you can **do**?

Will

"One's *will* involves the effort, motivation, and wherewithal that connect skills to hills" (23)

How are you going to get there?

In practice...

- Offer "real choices" to enable children to develop their own 'hills' and reflect on the skills necessary to achieve them

- (Gently) remove the prosthetic frontal lobe

- Develop situations where children can take on more responsibility and accept relevant consequences
    - "If freedom to fail in minor situations is not allowed, children to not have opportunities to develop response inhibition or a new repertoire of responses" (33)

- Manage the threat level and enable children to actually pay attention

- Culture matters - goals and tools will vary for each family

How do you identify EF?

The Simultaneous Integration of Six Cognitive Clusters

Cognitive Cluster	Executive Function
Activation	Organizing, prioritizing, and activating to work *Initiating, planning, strategizing, and sequencing*
Focus	Focusing, sustaining, and shifting attention to tasks
Effort	Regulating alertness, sustaining, and processing speed *Pacing, managing time, and resisting distraction*
Emotion	Managing frustration and regulating emotions
Memory	Utilizing working memory and accessing recall *Using feedback*
Action	Monitoring and self-regulating action *Inhibiting*

Thomas Brown, Ph.D., Assistant Clinical Professor of Psychiatry, Yale University School of Medicine and Associate Director of the Yale Clinic for Attention and Related Disorders

Landmark Teaching Principles

- Provide opportunities for success
- Use multimodal / multisensory approach
- Microunit and structure tasks
- Ensure automatization through practice and review
- Provide models
- Include the student in the learning process

→ Activate
→ Focus
→ Effort
→ Memory
→ Action
→ Emotion

Activation

- Agenda on board
- Content-based warm-up activity (opening question, manipulative sort)

- Agenda in chat of Google Meet
- Padlet or Jamboard discussion
- SEL discussion question

Focus

- Focused workspace to highlight focused work (1 worksheet per activity, clear desk)
- Observable, explicit task
- Manageable amount of time and independence
- Strategy driven approach:
  - Task vs purpose (teacher)
  - Click and clunk (student)
  - Active reading strategies

- Modeling how to navigate Google Classroom & Docs
- Active reading strategies using digital materials and tools

2: ANSWER THE QUESTIONS ⇩ & DISCUSS!

Discussion & Comprehension Questions:

FIRST: Copy and Paste 3 main ideas you highlighted from the article.
For each, explain WHY you chose to highlight it.

Quote from the Article (what I highlighted)	Why I highlighted it (my reaction to it)
1:	
2:	
3:	

Effort

- Pace, volume, complexity
- Worksheet design & expectations
- Review, evaluations, and grading rubrics

- Pace adjusted to alleviate fatigue.
- Worksheets: clear expectations and limited directions
- Docs are live and collaborative
- Quick formative assessment
- Using Google Forms to assess

Literary Terms: Pre-Assessment #1

Directions: Match each literary term to the correct definition by dragging the sticky notes together to form pairs.

setting | theme | plot | characterization | point of view | symbolism | conflict

the way an author conveys info about a character | a struggle between 2 opposing forces | the perspective of the narrator; can be 1st, 2nd, or 3rd person | the events that make up a story | the underlying meaning or message | the context of the story; time, location, etc. | a word, image, or object that represents something else to give it a different, deeper meaning

Nouns + Verbs Quiz

Your email address (kworden@landmarkschool.org) will be recorded when you submit this form. Not you? Switch account

* Required

Categorizing Nouns: What are the different types of nouns? *

|	common noun	proper noun	abstract noun	collective noun
a group of nouns that gets a new name	○	○	○	○
a person, place,				

Memory

- Feedback
  - Proofreading checklist, notebook check
  - Backpack citation
- Reference system
  - Flapper & Interactive notebook
- Metacognitive Strategies
  - Strategy/skill vs. content
  - Sense +/vs Relevance

- Provide necessary materials within either the Google Doc and/or Classroom Topic for reference
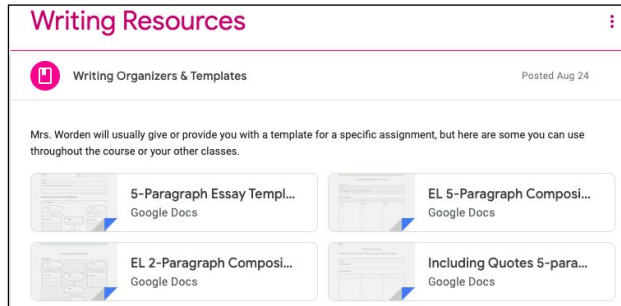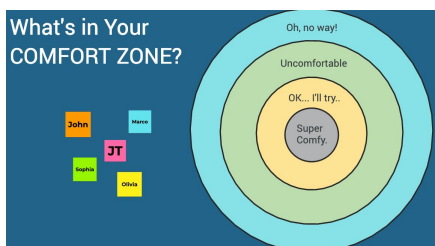
Action

- Time awareness
  - Built in routines, estimates, half-way point warnings
- Discuss and define what action looks like
  - 5-day study plan
- Provide scripts
  - Process writing

- Explicit technology direction
- Providing models for new routines, especially tech or HW
- Teach use of tools and visual reminders (To-Do, Calendar)
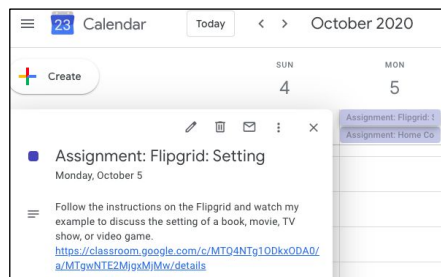
Emotion

- Social Thinking & social competency (Michelle Garcia-Winner)
- Advocacy
- Parenting style

- Review of expected behavior for all students given new environment
- Masks limit our ability to read intention (only have eyes and tone of voice)
- Build in more informal social conversation to address the loss of 'normal' HS socialization
- Create opportunities for mask-less peer interactions through video HW assignments on Flipgrid

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Executive Function at Home

Activation	How do they know what to do and when? Where?
Focus	Can they identify when they're focused and when they're not? What does it look like to you?
Effort	What are their roadblocks?
Memory	Cue to use resources
Action	Oral rehearsal and then triage
Emotion	How do you respond to conflict or frustration within your family?

Book Club

The "Executive Skills" Program for Helping Teens Reach Their Potential

SMART *but* SCATTERED TEENS

Boost Any Teen's Ability to:
- ✓ Resolve conflict
- ✓ Assess risks
- ✓ Control emotions
- ✓ Work independently
- ✓ Pay attention
- ✓ Get organized
- ✓ Resist peer pressure
- ✓ Follow through
- ✓ Manage a schedule
- ✓ Plan ahead

Richard Guare, PhD, Peg Dawson, EdD, and Colin Guare
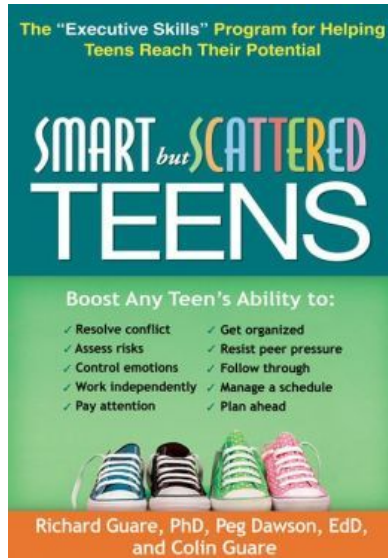
Parenting Styles - Teaching styles?

- <u>Micromanagers</u>: "[K]ids resent the intrusion and come to depend on it, creating a lose-lose situation"
- <u>Lack of follow through</u>: "Parents who lack follow-through end up discouraging both themselves and their children, and executive skill development gets sidelined. Teens are likely to conclude that if it's not important enough for the parents to follow through, then it's not important for the teen either" (and consider the emotional ding of 'not being worth it')
- <u>Reluctant/Apologetic</u>: "[Parents[prefer to blame themselves or blame circumstances rather than imposing consequences. these parents often intervene on their child's behalf rather than asking the child to self-advocate" ** "When this happens, unfortunately, the larger lesson children learn is that if they mess up, someone will bail them out"

Guare, Richard, Peg Dawson, and Colin Guare. *Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential.*

Parenting Styles - Teaching styles?

- <u>Tough love</u>: "We shouldn't discard the possibility that the child is hampered by a *skill* deficit . . . In this case, punishment doesn't lead to improvement; it leads to continued failure, now with an emotional overlay that makes the matter worse"
- <u>Boomerang</u> (permissive/punitive): "These kids learn that if they wait, their parents will either forget the punishment or forget to impose it - or feel bad for losing their temper and retract it", i.e., wait it out
- <u>Parent vs Parent</u>: "When parents argue, disagree, or countermand each other, what the teen learns is that what's going on between parents takes precedence over his or her needs. Sometimes the teen is relieved . . . but often the child feels confused and neglected"

Guare, Richard, Peg Dawson, and Colin Guare. *Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential.*

Ideally?

Authoritative/Democratic Parenting

To support executive skills development, *effective parents*:

- Solicit input from their teens and listen carefully to what they have to say.
- Are willing to give their teens a shot at solving the problem first before suggesting a solution.
- Use a collaborative approach to problem solving, working in *partnership* with their teens.
- Use communication techniques that convey respect.
- Share ideas and observations without being judgmental.
- Are willing and able to impose reasonable consequences when a deal has been made.

Guare, Richard, Peg Dawson, and Colin Guare. *Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential.*

Resources

Brown, Thomas E., PhD. "Executive Function: Describing Six Aspects of a Complex Syndrome." *Attention* Feb. 2008: 12-17. CHADD.org. Web. 13 Feb. 2014.

Dawson, Peg, and Richard Guare. *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention*. New York: Guilford, 2010. Print.

Guare, Richard, and Peg Dawson. *Smart but Scattered Teens*. New York: Guilford, 2012. Print

Moran, Seana, and Gardner Howard. ""Hill, Skill, and Will": Executive Function."*Executive Function in Education: From Theory to Practice*. Ed. Lynn Meltzer. New York: Guilford, 2007. N. pag. Print.

Landmark Outreach