

Agenda

- What is Executive Function (EF)?
- How can we assess EF?
- How can we teach EF?
- I-See a Strategy
- Q & A

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The Research Institute for Learning and Development
Creating Pathways to Success for ALL Learners

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The Research Institute for Learning and Development (ResearchILD) is a not-for-profit educational and research organization devoted to Dr. Lynn Mellor and Dr. Bethany Rott.

ResearchILD is dedicated to helping ALL students to become successful learners by empowering them to learn HOW to learn through effective executive function and learning strategies. The mission of ResearchILD is to transform the lives of children, adolescents, and adults with learning difficulties, including dyslexia, ADHD, and Executive Function problems.

HAPPENING NOW

The SMARTS Online Executive Function Curriculum is now available for an introductory price. [View!](#) [Sign up now!](#)

The 31st Annual Learning Differences Conference will be held March 17-18 at the Harvard Graduate School of Education. [Register here.](#)

SMARTS Online Professional Development Workshop on Friday, April 28th. [Sign up today.](#)

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The help you provided literally changed the course of my own educational career. Not only did you help to improve his learning but you improved his self-esteem.
—LTD parent

LIFE-LEARNING

EDUCATIONAL SERVICES

SPECIAL SERVICES

RESEARCH & EVALUATION

Welcome!

The Institute for Learning and Development (ILD) is a professional practice that provides psychological and educational services customized to meet the needs of each student. We are currently located in Lexington, MA serving the Greater Boston Area. Our staff includes psychologists as well as reading & math specialists, speech language pathologists, research therapists and learning disabilities specialists. ILD is dedicated to transforming the lives of students with learning differences, such as, dyslexia, ADHD, and executive function difficulties. We collaborate with parents, teachers, and other professionals to teach students of all ages to become strategic learners and to discover their unique pathways to success.

LEVINGTON ILD DRIVE
FREE COMMUNITY EVENT: Coffee and Donuts, June 28, 2017
"Take the Stress out of Summer Reading!"
Workshop by Michelle O'Brien, Director of Reading and Language

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SMARTS SMARTS Online is...

STRATEGIES ...a research-based strategy instruction curriculum that promotes LIFELONG strategic and self-aware learning.


MMOTIVATION

AWARENESS

RESILIENCE

TALENTS

SUCCESS



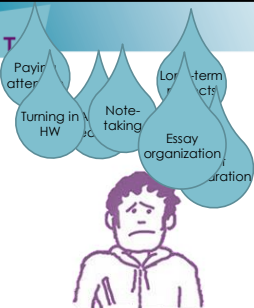
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What is Executive Function (EF)?

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Why do so many students struggle with executive function?

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... And let's not forget the challenges of living in an increasingly technological world!

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So what is the result? Students (especially those with EF difficulties) are drenched by overwhelming and competing priorities!



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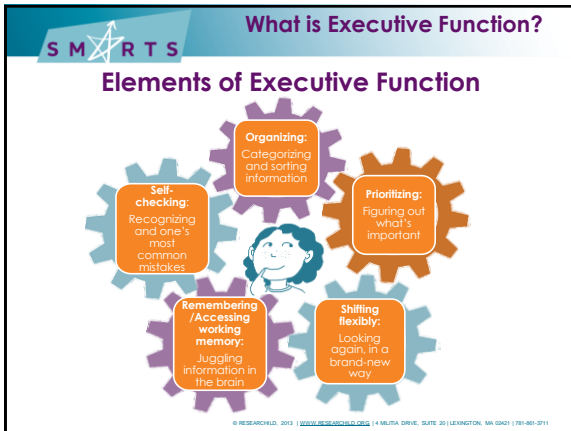
They may be smart...

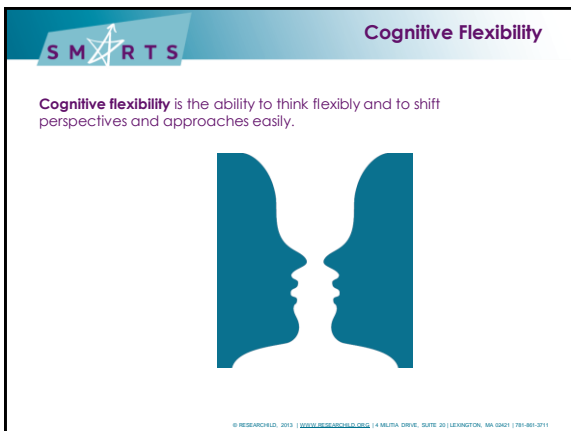


...but they get stuck.

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Challenges with Cognitive Flexibility

Students may be asked to: <ul style="list-style-type: none"> Build on topics they learn from one content area to another Take tests that are in a format other than the way they studied or took notes Shift between main ideas to details with ease. 	Students may have difficulty: <ul style="list-style-type: none"> Synthesizing new information with previously learned concepts Shift between multiple word meanings, text structures or problem solving approaches
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Goal Setting

Goal Setting refers to the ability to identify a desired outcome based on an awareness of personal strengths and challenges.

Long-Term Goals

- Are accomplished over a longer period of time.
 - (i.e., over several months, a year, or 5 years from now)

Short-Term Goals

- Can be accomplished in the near future.
 - (i.e., in a day, week, or month)
- Short-term goals may help us achieve long-term goals.

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Challenges with Goal Setting

Students may be asked to: <ul style="list-style-type: none"> Complete projects that have multiple steps Use multiple skills to perform tasks Identify personal goals 	Students may have difficulty: <ul style="list-style-type: none"> Breaking down large assignments into smaller steps See the 'big picture' Set appropriately challenging goals in and out of school
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Organizing and Prioritizing

Organizing involves creating a meaningful structure for ordering parts into a cohesive whole. **Prioritizing** involves ordering these parts based on relative importance.

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Challenges with Organizing and Prioritizing

Students may be asked to:

- Write multiple paragraph essays
- Participate in extracurricular activities and complete academic tasks

Students may have difficulty:

- Identifying "big picture" main ideas and relevant details
- Balancing time required to engage in an extracurricular "want to" and complete academic tasks that are "have to"

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Working Memory

Working memory is the ability to hold information in one's mind and to mentally manipulate this information.

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Challenges with Working Memory

Students may be asked to: <ul style="list-style-type: none"> Summarize information that they read Perform multiple step word problems Recall important information efficiently 	Students may have difficulty: <ul style="list-style-type: none"> Remembering the steps of a procedure, the requirements of an assignment, or verbal directions. Remembering the sequence of events in a story. Performing mental computation
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Self-Monitoring and Checking

Self-monitoring refers to students' ongoing process of reflecting and using strategies to track their own performance and outcomes.

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Self-Monitoring and Checking

Self-checking occurs either *during* an academic task or *after* an academic task has been completed. Students carefully review and check assignments using their knowledge of their most common errors.

e.g., checking work at the end of a test

...or checking a rubric before submitting a paper

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Challenges with Self-monitoring and Checking

Students may be asked to: <ul style="list-style-type: none"> Complete and turn in homework, written assignments and projects Participate in collaborative group activities 	Students may have difficulty: <ul style="list-style-type: none"> Keeping track of materials and allocating appropriate time to complete tasks with multiple deadlines Engaging appropriately with peers Editing papers and projects on multiple levels
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Self-Awareness

Metacognition

- Thinking about how they think and learn
- Understanding their strengths and weaknesses



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Developmental Aspects of EF

Executive functioning is biological and developmental and is associated with the contexts in which children develop.

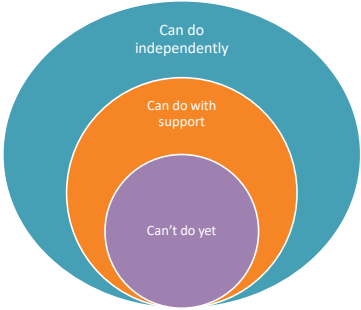


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Developmental Aspects of EF

What should our students be able to do independently? With guidance and support? What is beyond their current abilities?




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Developmental Aspects of EF

Beginning from a young age, development of effective EF skills is the foundation for the development of increasingly more complex EF skills throughout adulthood.




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Developmental Aspects of EF

Explicit instruction and repeated practice are the keys to improving EF



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How can we assess EF?

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How can we assess EF?

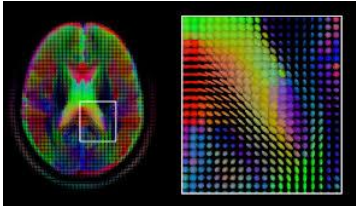
What is the goal of assessment of EF?

- Identify strengths and challenges
- Look for discrepancies
- Set instructional priorities
- Recommend accommodations
- Track growth!


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How can we assess EF?



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How can we assess EF?


Surveys and questionnaires!

Delis-Kaplan Executive Function System (D-KEFS)

Behavioral Rating Inventory of Executive Function (BRIEF)

Metacognitive Awareness Assessment System (MetaCOG)

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MetaCOG Surveys

MetaCOG surveys include:


SURVEYS FOR STUDENTS:

- The STRATUS-R—Accesses students' perceptions of their executive function strategy use.
- The ME-R—Measures students' ratings of their own effort, persistence, and motivation.

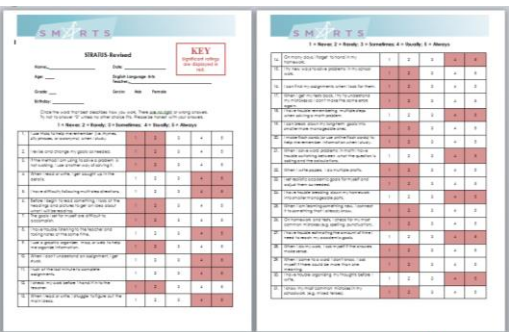
SURVEYS FOR TEACHERS:

- The TPSE-R— Measures teachers' ratings of their students' effort, persistence, and motivation.

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MetaCOG Surveys



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Provide Feedback to Students

Name: _____
Date: _____

METACOG SURVEY GUIDING QUESTIONS

SMARTS TEACHER TRAINING, OCTOBER 24TH, 2018

Directions: Use these guiding questions, in addition to the Teacher's Guide to the Metacog Surveys, to help you determine how to integrate the information from the Metacog Surveys into the context of the classroom.

STUDENT'S STRENGTHS

Effort

Articulate

Love history

Strong memory

Learns quickly

STUDENT'S CHALLENGES

Organization

Consistency homework

Studying systematically for tests

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Ongoing assessment

Self-Reflection is key!

- Reflection sheets
- Portfolios
- Student/teacher goal setting

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Self-Reflection

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Teaching EF

How can we teach EF?

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Teaching EF

Don't teach executive function, teach executive function strategies!

- Teaching executive function is somewhat controversial(Crawford, Boston Globe, 2015)
- The best methods are 'valid' and support generalization
- There is no substitute for explicit instruction!

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Teaching EF

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S

M




R

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S

EXECUTIVE FUNCTION & MENTORING PROGRAM

So, what is a strategy?



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I-SEE a Strategy

Metacognitive Activator

The stone statue

Patrick Star from SpongeBob™

The smiley face

The book

The lion

The phone



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S

M



R

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S

I-SEE a Strategy


What makes a strategy an “I-SEE” strategy?

✓ I-Individualized

✓ S-Systematic

✓ E-Efficient

✓ E-Effective




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I-SEE a Strategy

Sample Strategy

As Marcus reads his science textbook, he takes notes that he can later turn into a study guide by changing section headings into questions.



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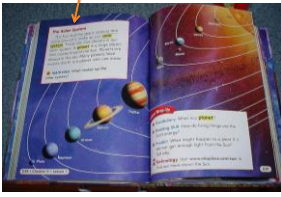
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I-SEE a Strategy

I-Individualized

Marcus creates his own note-taking system by changing the section headings into questions.

"What are the parts of the solar system?"



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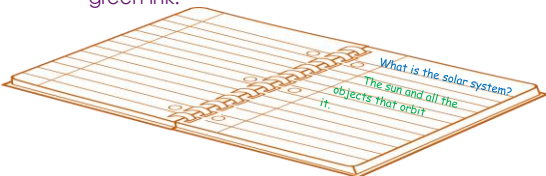
I-SEE a Strategy

S-Systematic

Step 1: Marcus reads a new section in a chapter.

Step 2: He creates a question by looking at the section heading and writes it in his notebook in blue ink.

Step 3: He answers the questions in his notebook in green ink.




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I-SEE a Strategy

E-Efficient

When Marcus has a test, he will be prepared because he can use his notes as a study guide. The information is already organized in his study guide in a structured, easily accessible way that makes sense to him.



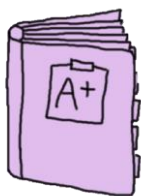
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I-SEE a Strategy

E-Effective

Marcus aced his astronomy test!





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I-SEE a Strategy

Scenario 1

Dana is learning how to solve complex algebraic equations and often confuses positive and negative signs. To help, she uses different color highlighters to highlight the signs.

- ✓ I-Individualized
- ✓ S-Systematic
- ✓ E-Efficient
- ✓ E-Effective


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I-SEE a Strategy

Scenario 2

Mark has a science test tomorrow. He begins studying at 7:00 pm. To study, he rereads the chapter and his notes.



- x I-Individualized
- x S-Systematic
- x E-Efficient
- x E-Effective


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I-SEE a Strategy

Scenario 3

Carla is listening to her teacher explain the Revolutionary War. She is doing her best to write down everything that her teacher is saying.



- x I-Individualized
- x S-Systematic
- x E-Efficient
- x E-Effective


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I-SEE a Strategy

Scenario 4

Jimmy is reading *To Kill a Mockingbird*. At the end of each chapter, he writes two sentences summarizing the chapter on a sticky note.



- ✓ I-Individualized
- ✓ S-Systematic
- ✓ E-Efficient
- ✓ E-Effective

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I-SEE a Strategy

Make Flashcards

Highlight

USE COLORED FOLDERS

Set Timers

Three Column Notes

Whisper read


DRAW PICTURES

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Strategy Reflection

Don't forget to reflect!



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Strategy Reflection


✓ What strategy did you use?

✓ How did you use it?

✓ Was the strategy helpful?

✓ If so, how did you know it was helpful?


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In summary...

- Overview of EF**
 - EF is a developmental process
 - Students need EF strategies to 'unclog the funnel'
- Assessment of EF**
 - Surveys can help you discover a student's EF profile
 - Ongoing opportunities for reflection will help you track progress
- Instruction of EF**
 - There is no substitute for explicit instruction
 - Use the ISEE acronym to make sure students are being strategic
 - A 'gradual release' model will help your students generalize their strategies


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Questions?



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Thank you!

- If you have further questions, do not hesitate to reach out:**
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