



# Executive Functioning Instruction for Students with Learning Disabilities

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# Agenda

Introductions

What is Executive Functioning?

Why do students with disabilities need executive Function skill training?

Explicit Instruction – How to Teach a Strategy

Attending, Initiating, Focusing

Signs

SLANT Strategy

ALL SET Strategy

**Class Schedule – Synchronous Learning**

Prioritizing, Organizing, Sequencing, Managing Time, Planning

Task Analysis

Backward Mapping

# What is Executive Functioning?

## Definition of Terms

### We define Executive Functioning as:

- Executive functioning is a group of processes that allows individuals to self-regulate the ways in which they interact with their environment.

Executive function skills develop and improve throughout childhood and into young adulthood.

**Executive Functions for ALL Students**

### Metacognition is defined as:

- Thinking about one's own thinking and learning (Meltzer, 2010). It provides your student with the opportunity to think about his/her
  - General ability,
  - Competency on specific tasks,
  - Control over outcomes,
  - Causes of failure.
- Understanding the benefits of specific strategies (Reid & Leinemann, 2006).

**Metacognition**

### Self-regulation is defined as:

- One's ability to monitor and control his/her behavior.
- It is the ability to recognize which behaviors are acceptable and which behaviors are not in a variety of settings.

**Self-Regulation**

# Executive Function Skill Areas



**Working Memory**

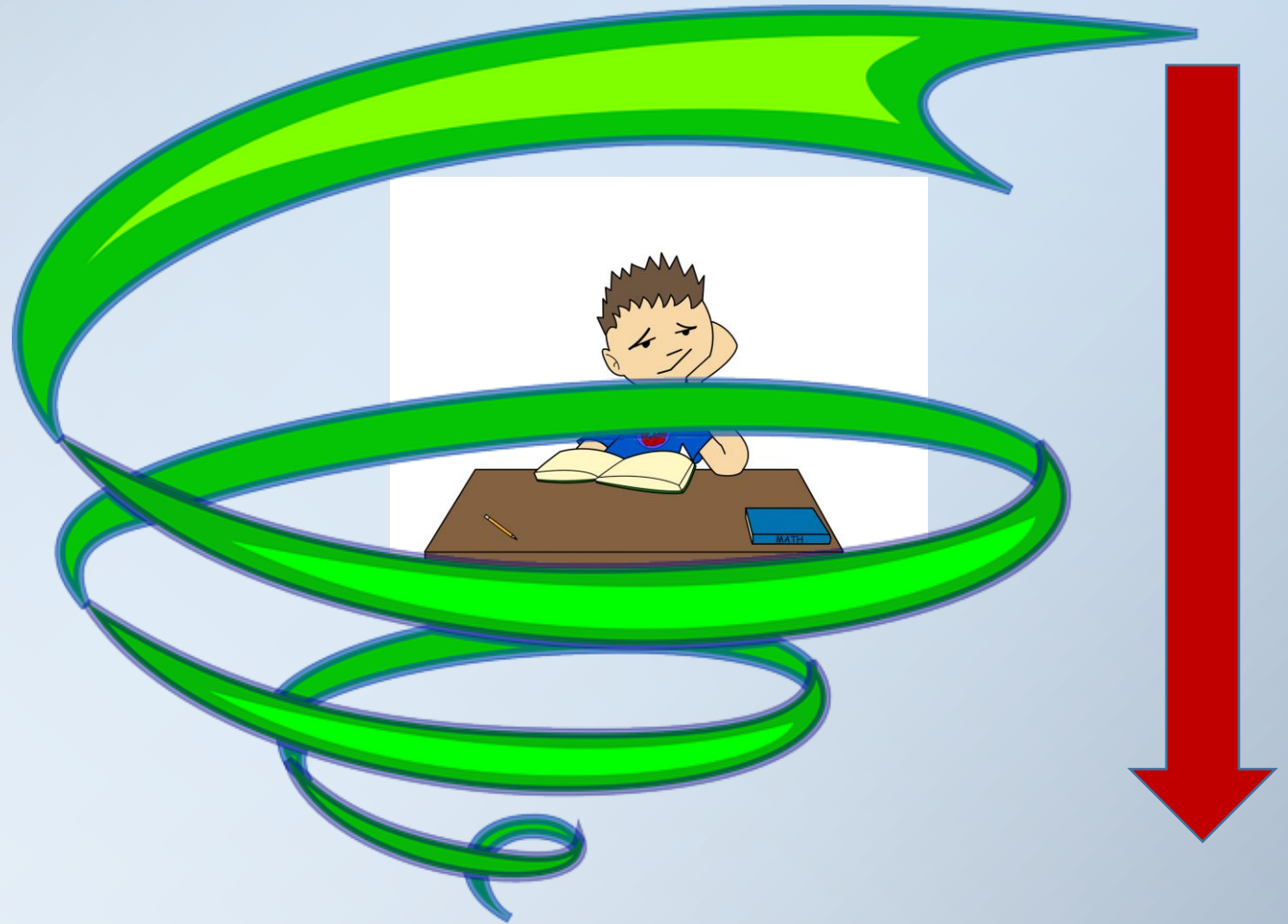
**Prioritizing, Organizing,  
Sequencing, Managing Time,  
Planning**

**Attending, Initiating, Focusing**

**Social Emotional, Inhibiting**

**Communicating, Cognitive  
Flexibility/Shifting**

**Why do  
students with  
disabilities  
need  
Executive  
Function  
Training?**



# Explicit Instruction – How to Teach a Strategy

## 1. Opening

Assess the student's strengths and needs determine from background information

Discuss goals previously set

Motivate with idea of new strategy  
Gain commitment

## 2. Body

Explain the strategy and model it.

Checking for Understanding

Ask the student to demonstrate use of the strategy

Guided Practice  
Provide Opportunities for Practice

## 3. Independent Practice and Follow up Practice

## 4. Assessment

Continue to assess periodically to make sure the student is using the strategy and the strategy is being used correctly.

**Attention,  
Initiating,  
Focusing**

# Attending, Initiating, Focusing Signs

- **Not seem aware of what is happening around him or her - Be easily distracted and stop attending,**
- **Not be attending to the task at hand - Appear to be daydreaming constantly,**
- **Shut down if not helped immediately,**
- **Be slow in starting an assignment if started at all - Look confused about what to do,**
- **Become easily frustrated,**
- **Have trouble finding errors in his or her work,**
- **Rush through work without focusing on what is required,**
- **Need to reread information several times,**
- **Write in a matter that is tangential and often off topic.**



# Courtesy of Kim Hale Grade 3 General Education Teacher

	9-8-20	9-10:05	11:10-11:35	1-2:05	2:35-3:15
S	✓	✓	✓	✓	✓
L	✓	✓	✓	✓	✓
A	Didn't answer ?'s	needed reminders to pay attention	would not answer when asked a direct question	needed reminding to watch video	✓
N	✓	✓	✓	✓	✓
T	Turned around in seat alot	✓	✓	✓	✓

	8/31-20	9-10:25	11:05-12	1-2:05	2:35-3:15
S	Camera was off most of lesson	✓	✓	Kept turning Obb camera	✓
L	✓	Turned Camera off	✓	✓	✓
A	✓	left his seat for a long time	Playing w/ blinds	✓	✓
N	✓	✓	✓	✓	✓
T	✓	✓	✓	✓	✓
		* Did not respond or show work all day		Logged off early	

	9-25-20	9-10:05	11:10-11:40	1-2:10	2:35-3:15
S	✓	✓	✓	✓	✓
L	✓	✓	✓	✓	✓
A	✓	✓	✓	✓	✓
N	✓	✓	✓	✓	✓
T	✓	✓	✓	✓	✓
	😊	😊	math assessment read aloud by mom	Ticket Jar Winner	★😊★

# The PAW Strategy

**PAW (Place hand in air, Act appropriately, Wait for the teacher to call on you) Strategy**



**PAW (Place hand in air, Act appropriately, Wait for the teacher to call on you) Strategy**

This strategy supports your ability to share ideas in class in an appropriate manner. Role-playing will help you to learn to use this skill instead of calling out. Watch for the teacher cues.





# ALL SET Strategy



**A**t your learning station 5 minutes before class is to start.

**L**ook to see if you have all materials for your classes (books, worksheets, paper, pens, markers).

**L**ook and make sure all devices (computer, iPad, microphone, camera, ear buds) are charged or plugged in and working.

**S**tart to login to class on-time.

**E**yes on the screen and ears listening, ready to learn.

**T**une in your attention.



<b>Time/Activity</b>	<b>Monday - 9/28</b>	<b>Tuesday - 9/29</b>	<b>Wednesday - 9/30</b>	<b>Thursday - 10/1</b>	<b>Friday - 10/2 - Asynchronous- No LIVE lessons today</b>
<b>9:15-9:30 Morning Meeting</b>	<b>No School Teacher Workday</b>	<b>Attend Morning Meeting</b>	<b>Attend Morning Meeting</b>	<b>Attend Morning Meeting</b>	<b>Good Morning Slide</b>
<b>9:30-10:00 Module Lesson</b>	<b>No School Teacher Workday</b>	<b>Attend Module Live Lesson</b>	<b>Attend Module Live Lesson</b>	<b>Attend Module Live Lesson</b>	<b>Asynchronous - see below</b>
<b>10:00-10:20 Module Practice</b>	<b>No School Teacher Workday</b>	<input type="checkbox"/> <b>Complete the Main Idea review in your Google Classroom</b>	<input type="checkbox"/> <b>Watch 3 videos in Discovery Ed.</b> <input type="checkbox"/> <b>Complete the, Choosing an Expert Group sheet in your Google Classroom</b>	<input type="checkbox"/> <b>Reread the Kenya passage</b> <input type="checkbox"/> <b>Answer the two questions in Google Classroom</b>	<input type="checkbox"/> <b>Go to Raz Kids- Your teacher has assigned the book, Rainy- Day Savings. Read the story and answer the questions</b>
<b>10:25-10:45 Specials/Online Literacy</b>	<b>No School Teacher Workday</b>	<b>Day 3- PE</b>	<b>Day 3- PE</b>	<b>Day 3- PE</b>	<b>Day 1 -Art</b>
<b>10:50-11:10 Specials/Online Literacy</b>	<b>No School Teacher Workday</b>	<input type="checkbox"/> <b>Watch video</b> <input type="checkbox"/> <b>Complete cursive "x"</b>	<input type="checkbox"/> <b>Watch video</b> <input type="checkbox"/> <b>Complete cursive "p"</b>	<input type="checkbox"/> <b>Watch video</b> <input type="checkbox"/> <b>Complete cursive "r"</b>	<input type="checkbox"/> <b>Watch video</b> <input type="checkbox"/> <b>Complete cursive "s"</b>

**Prioritizing,  
Organizing,  
Sequencing,  
Managing Time,  
Planning**

# Prioritizing, Organizing, Sequencing, Managing Time, Planning

- Have difficulty determining goals,
- Not determine which tasks must be completed first and submit incomplete assignments or not submit assignments at all,
- Not make time to study,
- Write down assignments, but forget where they recorded them,
- Lack organization in terms of content flow in written work,
- Have a messy binder and be unable to find papers and other materials needed for class,
- Be unable to find personal items,
- Forget materials needed to complete class and homework assignments,
- Have a messy desk,

- **Have difficulty recollecting the order of steps to complete assignments,**
- **Omit details or sequence them incorrectly,**
- **Not follow the sequence of steps of an algorithm in solving math problems,**
- **Not remember the sequence of details read and have difficulty completing assignments because of this,**
- **Not complete homework and state that extracurricular activities consumed homework time,**
- **Submit assignments late,**
- **Rush through assignments and not check their work before handing them in,**
- **Perseverate on one task and not complete others,**
- **Not plan for long-term assignments,**
- **Appear to be overwhelmed and/or anxious.**

# Task Analysis Strategy – Dividing the Assignment



- **What comes first?**
- **What comes second?**
- **What come third?...**



# Backward Mapping Strategy

- What is the due date?
- What are the parts from the task analysis?
- How much time will each task take to complete?...

October 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

<http://mumsgather.blogspot.com>

The calendar features several Halloween-themed illustrations: a witch on the left, two bats at the top, a blue circle on the 30th, and a jack-o'-lantern on the 31st. Green arrows indicate a backward mapping strategy, starting from the 31st and moving back to the 23rd, and from the 30th back to the 27th.

# Summary...

