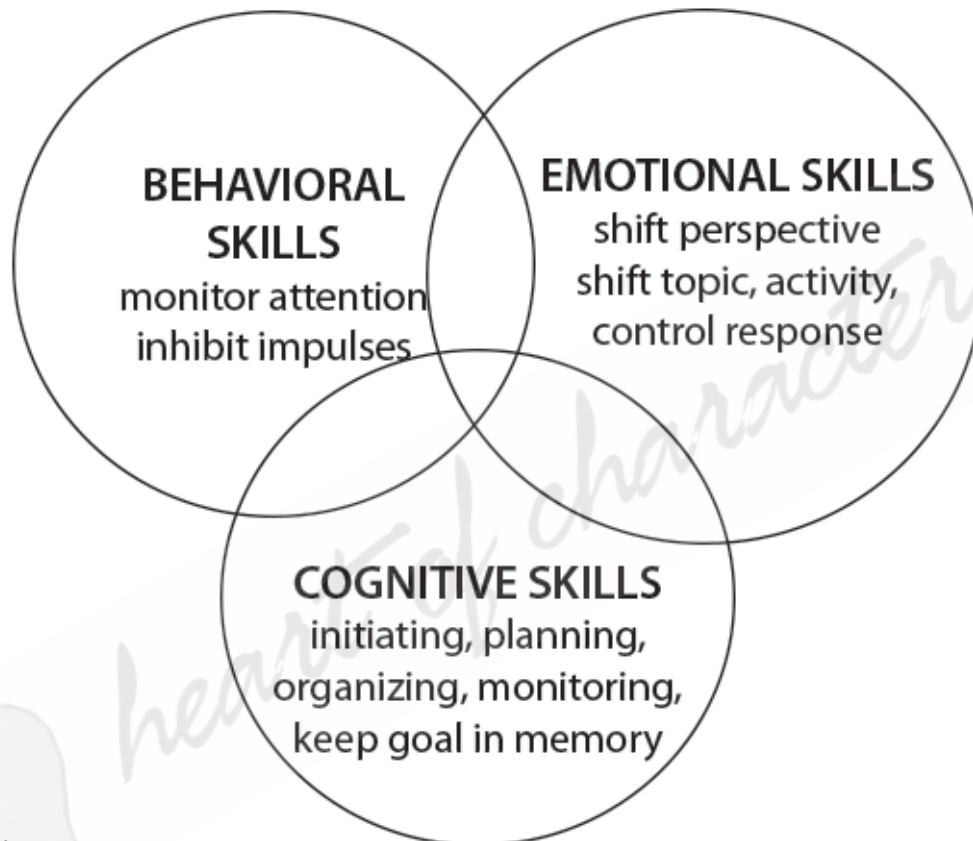




Executive Function

what it is & what it affects

Executive Function is an “umbrella term” for a wide group of psychological skills that facilitate goal-related behavior. When we have a goal we need to achieve, especially a complicated one—writing a major paper for class, preparing a presentation for a group of colleagues, even cooking a full meal for friends—we will not be successful, regardless of how good our writing or cooking skills are, without some facility in planning, organizing, staying focused and monitoring progress. Three broad areas are recognized.



remediation

Remediation depends on the skill weakness, of course. Worksheets or reminders on student desks are **not** effective. Examples of good practice include: **initiation**: break tasks into small, meaningful steps; increase structure; **sustaining**: set time limit so child knows when it’ll be okay to stop, make instructions short & clear; **difficulty shifting**: make schedule crystal clear; forewarn of any changes; **organizing**: present structure of new material before it’s taught, and review structure after the lesson; **planning**: have child verbalize plan before beginning work; teach flow charting; **self-monitoring**: increase child’s attention to task by asking him/her to verbalize steps as they are being acted on (*these remedies courtesy of Steven Guy, Ph.D.*)

for more on executive skills

Dawson, P. & Guare, R. (2010). *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention*. New York: Guilford Press.
Dawson, P. & Guare, R. (2012). *Coaching Students with Executive Skills Deficits*. New York: The Guilford Press.
Meltzer, L. (2007) *Executive function in education: From theory to practice*. The Guilford Press.
Meltzer, L. (2010) *Promoting Executive Function in the Classroom*. New York: The Guilford Press.

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