Executive Function Skills and Its effect on Student Performance

SRBI Symposium, November 24, 2015

**Learner Outcomes:**

# Notes:

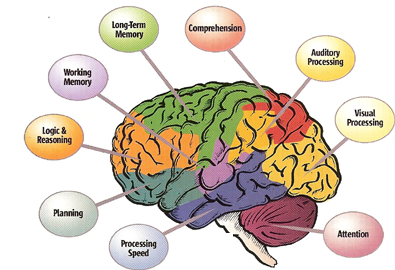
* Increase understanding of 11 Executive Functioning Skills
* Share strategies to support development of executive function skills through positive behavior instruction

**A Career Life Changing Perspective**

IQ test scores, under optimal test conditions, account for 40% to 50% of current expected achievement.

Thus, 50% to 60% of student achievement is related to variables “beyond intelligence”.

Source: National Center on Educational Outcomes, Synthesis Report 55, 2003



**Executive Function Skills** are:

* A set of intrinsic skills or mental processes used to navigate daily life
* Develop gradually and at different rates for different people
* Part of demands of schooling that are needed for academic and social success
* Observed behaviors of concern can be a result of gaps in Executive Function Skills
* With explicit teaching and practice able to change learned habits and use less effort

Types of Executive Function Skills

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| --- | --- |
| **Skill Type** | **The ability to…** |
| Impulse Control | Resist the urge to say or do something allowing time to evaluate situation |
| Working Memory | Hold information in mind and use it to complete a task |
| Emotional Control | Manage feelings in order to achieve goals, complete tasks, or control behavior |
| Sustained Attention | Maintain attention to a situation or task in spite of distractions, fatigue, or boredom |
| Task Initiation | Begin projects without undue procrastination, in an efficient or timely fashion |
| Planning/ Prioritizing | Create steps to reach a goal and make decisions about what to focus on |
| Organization | Create and maintain systems to keep track of information or materials |
| Time Management | Determine how much time have, how to allocate it, and how to stay within time limits |
| Flexibility | Adapt plans in face of obstacles, setbacks, new information, or mistakes |
| Goal-Directed Persistence | Have a goal, follow through to completion, and not be put off or distracted by competing interests |
| Self-Monitoring | Observe oneself in situation; monitor and evaluate how problem-solve |

* What are the general EF skills needed to engage in the learning?
* What are the critical EF skills for completing the designed learning activity?

Resources:

* Dawson, P. & Guare, R. 2009. Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential. The Guilford Press. NY, NY.
* Dawson, P. & Guare, R. 2010. Executive Skills in Children and Adolescents: A Practical guide to Assessment and Intervention, 2nd ed. The Guilford Press. NY, NY.
* Meltzer, L. 2010. Promoting Executive Function in the Classroom. The Guilford Press. NY, NY.
* Kuypers, L. M. 2001. The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control” Thinking Social Pub. Santa Clara, CA.

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