

## EX Factor: Executive Functions

Exec. Functions	Indicators	Strategies/Interventions
<p><b>Task Initiation</b>  <i>The ability to begin projects without undue procrastination, in an efficient or timely fashion.</i></p>	<ul style="list-style-type: none"> <li>• Can't get started on a task on his/her own</li> <li>• Puts off long term assignments</li> <li>• Has meandering thoughts and uses associative thinking</li> </ul>	<ul style="list-style-type: none"> <li>❖ Clear, concrete expectations</li> <li>❖ Interactive checklists</li> <li>❖ Timers</li> <li>❖ Private work space</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>
<p><b>Flexibility</b>  <i>The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes; it relates to adaptability to changing conditions.</i></p>	<ul style="list-style-type: none"> <li>• Gets stuck on one problem solving strategy</li> <li>• Gets upset by unexpected changes to schedule or plans</li> <li>• Doesn't look for new resources to help solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>❖ Visuals</li> <li>❖ Frameworks &amp; scaffolds</li> <li>❖ Discussing "thinking flexibly"</li> <li>❖ Social Thinking</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>
<p><b>Sustained Attention</b>  <i>The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.</i></p>	<ul style="list-style-type: none"> <li>• Fails to complete class work on time</li> <li>• Stops work before finishing it</li> <li>• Can't refocus after interruptions</li> <li>• Has difficulty staying focused on a task</li> </ul>	<ul style="list-style-type: none"> <li>❖ Timers</li> <li>❖ Incentives</li> <li>❖ Limit visual distractors</li> <li>❖ Incorporate interests</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>
<p><b>Organization</b>  <i>The ability to arrange or place things according to a system.</i></p>	<ul style="list-style-type: none"> <li>• Doesn't write down assignments</li> <li>• Loses books and/or papers</li> <li>• Doesn't keep belongings neat and in appropriate location</li> <li>• Can't keep backpack organized</li> </ul>	<ul style="list-style-type: none"> <li>❖ Binder</li> <li>❖ Guided notes</li> <li>❖ Checklists</li> <li>❖ Graphic organizers</li> <li>❖ Color coding</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>
<p><b>Planning &amp; Prioritization</b></p>	<ul style="list-style-type: none"> <li>• Doesn't know where to start an assignment</li> </ul>	<ul style="list-style-type: none"> <li>❖ Task analysis</li> <li>❖ Plan discussion</li> </ul>

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<p><i>The ability to create a roadmap to reach a goal or to complete a task.</i></p>	<ul style="list-style-type: none"> <li>• Can't develop a timeline for long-term projects</li> <li>• Has difficulty breaking an assignment into smaller parts</li> <li>• Tries to do a little bit of everything at once</li> </ul>	<ul style="list-style-type: none"> <li>❖ Calendars</li> <li>❖ Time estimations</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>
<p><b>Time Management</b> <i>The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines.</i></p>	<ul style="list-style-type: none"> <li>• Doesn't work efficiently</li> <li>• Can't estimate how long it takes to do something</li> <li>• Doesn't complete work on time</li> <li>• Has difficulty following a timeline to complete work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Timers &amp; visuals</li> <li>❖ Clear expectations</li> <li>❖ Schedules &amp; checklists</li> <li>❖ Day planners</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>
<p><b>Working Memory</b> <i>The ability to hold information in memory while performing complex tasks.</i></p>	<ul style="list-style-type: none"> <li>• Forgets or can't follow directions</li> <li>• Leaves homework at home</li> <li>• Doesn't remember to hand in work</li> <li>• Has difficulty remembering instructional sequences after instruction</li> <li>• Doesn't bring home appropriate materials</li> <li>• Loses things in the classroom and other places</li> <li>• Doesn't follow classroom procedures</li> </ul>	<ul style="list-style-type: none"> <li>❖ Task lists</li> <li>❖ Verbal &amp; nonverbal reminders</li> <li>❖ Timers &amp; visuals</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>
<p><b>Metacognition</b> <i>The ability to stand back and take a bird's-eye view of oneself in a situation; the ability to self-monitor and self-evaluate.</i></p>	<ul style="list-style-type: none"> <li>• Doesn't have effective study strategies</li> <li>• Has difficulty catching or correcting mistakes</li> <li>• Makes careless errors</li> <li>• Fails to check work</li> <li>• Doesn't ask for help when needed</li> <li>• Doesn't attempt to solve problem first on his/her own before asking for help</li> <li>• Can't accurately evaluate own work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Comic Strip Conversations</li> <li>❖ Self-monitoring</li> <li>❖ Goal-setting</li> <li>❖ Reviewing video</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>

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<p><b>Response Inhibition</b> <i>The capacity to think before acting.</i></p>	<ul style="list-style-type: none"> <li>• Talks out in class</li> <li>• Interrupts others</li> <li>• Says things without thinking</li> <li>• Acts impulsively (verbal and/or physical)</li> <li>• Has difficulty waiting his/her turn</li> <li>• Doesn't recognize the reactions of others</li> </ul>	<ul style="list-style-type: none"> <li>❖ Priming</li> <li>❖ Schedules &amp; timers</li> <li>❖ Visual reminders</li> <li>❖ Coping tools</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>
<p><b>Emotional Control</b> <i>The ability to manage emotions in order to achieve goals, complete tasks, or control or direct behavior.</i></p>	<ul style="list-style-type: none"> <li>• Freezes on tests</li> <li>• Gets frustrated when makes mistakes</li> <li>• Stops trying in face of challenge</li> <li>• Throws temper tantrums</li> <li>• Isn't aware of own feelings</li> </ul>	<ul style="list-style-type: none"> <li>❖ Coping &amp; relaxation tools</li> <li>❖ Visual reminders</li> <li>❖ Sensory tools</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>
<p><b>Goal-Directed Persistence</b> <i>The capacities to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interests.</i></p>	<ul style="list-style-type: none"> <li>• Doesn't see connection between homework and long term assignments</li> <li>• Doesn't follow through to achieve stated goals</li> <li>• Resents having too much homework</li> </ul>	<ul style="list-style-type: none"> <li>❖ Schedules &amp; looking ahead</li> <li>❖ Clear goals</li> <li>❖ Self-monitoring progress</li> <li>❖ Reflection &amp; reinforcement!</li> </ul>
<p><b>Stress Tolerance</b> <i>The ability to thrive in stressful situations and to cope with uncertainty, change and performance demands.</i></p>	<ul style="list-style-type: none"> <li>• Angry when asked to correct something</li> <li>• Shuts down</li> <li>• Sensitive to criticism</li> </ul>	<ul style="list-style-type: none"> <li>• See strategies under Emotional Control</li> <li>• Acknowledge the frustration</li> <li>• Allow manageable alternatives and decision-making</li> </ul>