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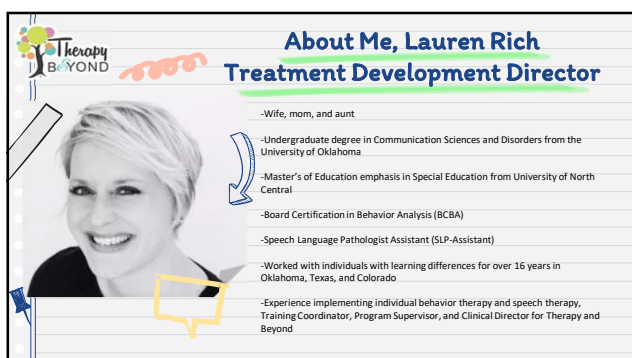
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Table of Contents	
<b>Breaking Down Executive Functioning Skills</b> Understand what executive functioning skills are and the skills needed	$a^2 + b^2 = c^2$ <b>Creating Solutions</b> Learn how to help your client focus, problem solve, and more
<b>Developmental Progression</b> Learn how individuals develop executive functioning skills	<b>Putting it All Together</b> How to use all strategies to be successful

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### Poll Question

Have you had clients that struggle with?

- Controlling emotions or impulses
- Problems starting, organizing, planning, or completing tasks?
- Difficulty with listening or paying attention
- Inability to multitask or balance task
- None of the above
- All of the above

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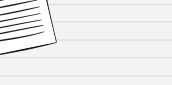
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### Breaking Down Executive Functioning Skills

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## What are Executive Skills?

- Brain-based skills (the frontal lobes direct our behavior helping us decide what we should pay attention to and what actions we should take)
- Skills that help your child get done what needs to get done



(Dawson, P., & Guare, R., 2009, p. 13)

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## 11 Executive Skills



- Organization**: Keep track of information or materials
- Response Inhibition**: Think before you act
- Goal-Directed Persistence**: Have a goal and follow through
- Sustained Attention**: Paying attention when bored
- Metacognition**: Bird's eye view, self monitor and evaluate
- Time Management**: Predict how long or stay within limits of time
- Task Initiation**: Begin projects without procrastination
- Emotional Control**: Managing emotions
- Working Memory**: Holding information in memory
- Flexibility**: Revise plan when things arise

(Dawson, P., & Guare, R., 2009, p. 16-17)

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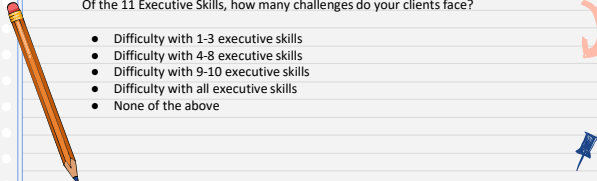
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## Poll Question

Of the 11 Executive Skills, how many challenges do your clients face?

- Difficulty with 1-3 executive skills
- Difficulty with 4-8 executive skills
- Difficulty with 9-10 executive skills
- Difficulty with all executive skills
- None of the above



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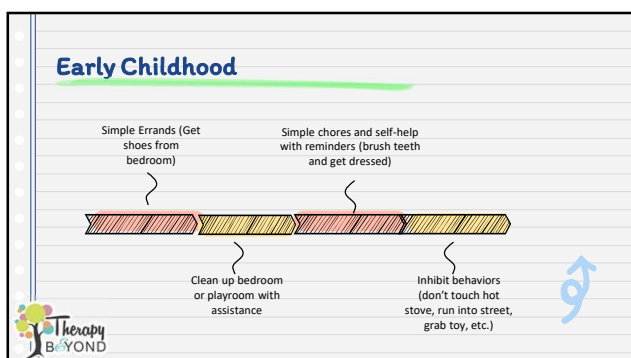
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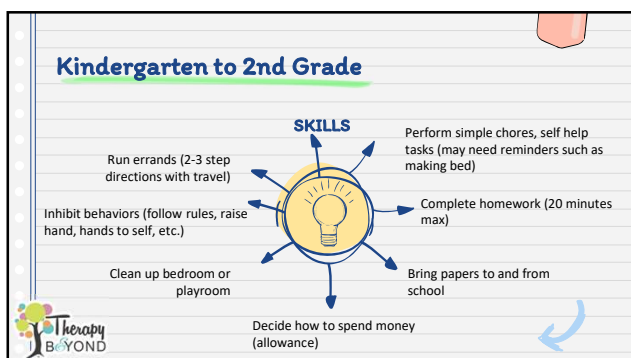
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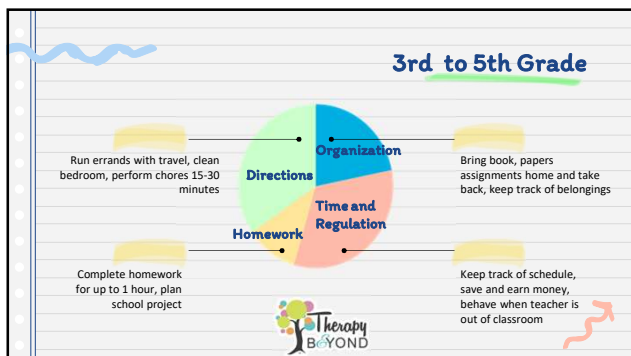
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### Poll Question

What age range or grade level do your clients struggle with?

- Early Childhood (3-4 years old)
- Kindergarten to 2nd Grade (5-8 years old)
- 3rd to 5th Grade (9-12 years old)
- My clients are older

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### Creating Solutions

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### 10 Principles to Improve Executive Skills

<b>Teach</b> Teach rather than expect child to acquire through osmosis, task analyze the behavior you want to see	<b>Developmental Level</b> Consider level of child and what we are asking them to do	<b>Going to Internal</b> Train skills from external to internal (model before independence, task brief before complex, make party small to decrease overstimulating)
<b>Making Changes</b> Manipulate environment to set your client and family up for success verbal prime, extra stimulus prompts, doing homework in kitchen where its quiet, monitored, and your can give reminders	<b>Child's Control</b> Create independence for your patient (use fading procedures) and create structure, choices, and be proactive	<b>Effort</b> Break tasks down that are more effortful, if task appears difficult make first step easier and increase reinforcement so the task is worth the effort

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### 10 Principles to Improve Executive Skills Continued

<b>Incentive</b> Incentives (praise and rewards) make the effort of learning a new skill less aversive	<b>Just Enough Support</b> Create independence by not over prompting or not providing enough support (find the balance)
<b>Wait til Mastery</b> Support your client, teach and wait for success, don't back up to fast	<b>Gradual Progression</b> Fade support, prompts, and incentives slowly, not abruptly

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### Putting it All Together

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### Poll Question

Select which skill is the most difficult

- Routines
- Temper/Anxiety
- Interaction with siblings or friends
- All the above




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### Routines

- Keep it short
- Modify steps
- Adapt to the client's level
- Fade supervision
- Make a checklist





$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

### Examples

- Going to the restroom
- Getting ready in the morning
- Bedtime
- Homework
- Putting belongings away

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### Controlling Temper and Anxiety

- Make a list of triggers
- Make a can't do list
- Make a can do list
- Role Play
- Practice
- Reward



### Visuals



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**Everyday Situations**

**Phone Call Interruptions**


- Set replacement behavior (play and do not interrupt)
- Have preferred toys
- Give Visuals
- Praise

**Fights with Siblings or Friends**

- Try and not make threats
- Have environmental supports (private space, structure, and parent/babysitter will monitor)
- Teach communication skills
- Earn reinforcement

**Getting Dressed**

- Select clothes in advance
- Use timer
- Parent observation and prompts
- Meet and plan
- Practice before
- Add incentives




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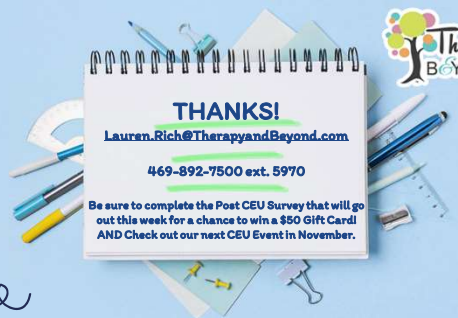
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**THANKS!**

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469-892-7500 ext. 5970

Be sure to complete the Post CEU Survey that will go out this week for a chance to win a \$50 Gift Card! AND Check out our next CEU Event in November.


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### References

Dawson, P., & Guare, R. (2009). Smart but Scattered. The Guilford Press.



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