

Executive Functions:
More than just attention

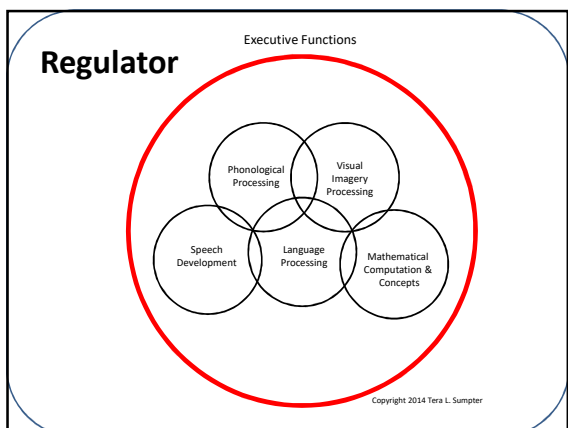
Tera Sumpter, M.A., CCC-SLP
 Seeds of Learning, LLC
 seedsoflearningllc@gmail.com

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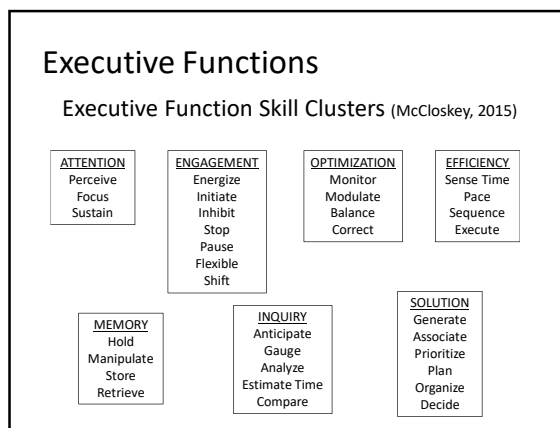
Executive Functions

What are they?

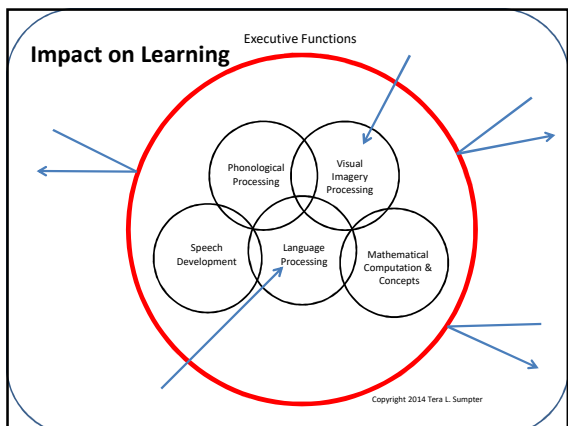
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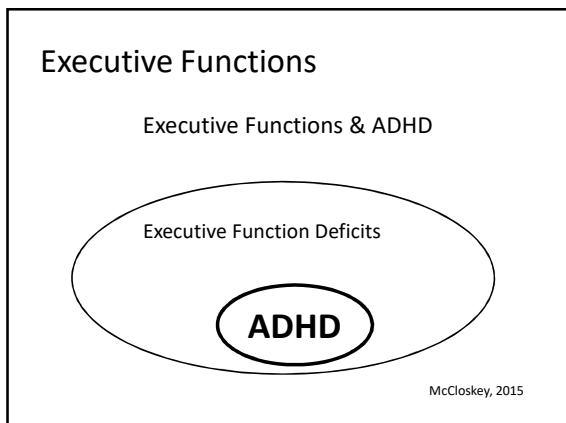
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Social/Pragmatic Development

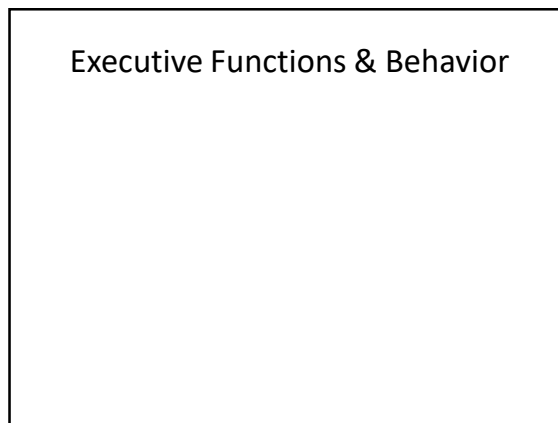
ATTEND

INHIBIT

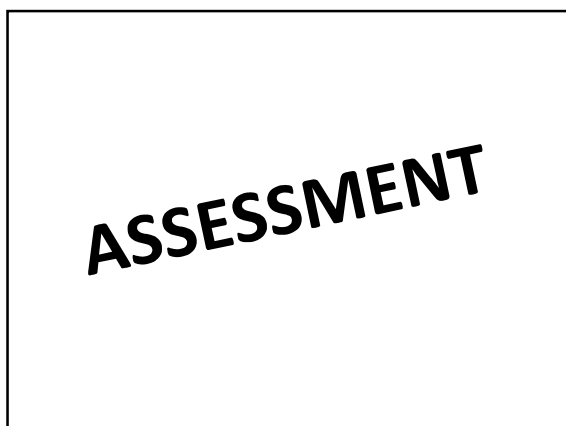
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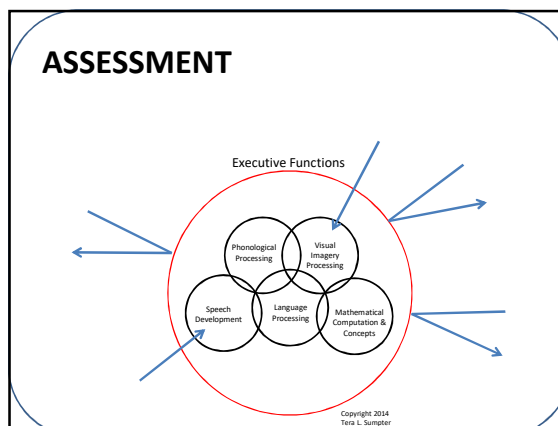
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- ### Executive Functions & Assessment
- Empirical observation
 - Noting everything from attention to redirection to impulsivity to ability to refocus
 - Parent/Teacher checklist or report
 - McCloskey Executive Functions Scale
 - CELF Observational Rating Scale
 - Executive Fx tasks
 - Alphabetizing
 - Crossing out

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Your turn...

Difficulty transitioning from one classroom to another: _____

Struggles to stay focused during note taking tasks: _____

Touches everything in sight/can't keep hands to self: _____

Getting into trouble for fighting: _____

Zoned out: _____

ATTENTION

Perceive
Focus
Sustain

ENGAGEMENT

Energize
Initiate
Inhibit
Stop
Pause
Flexible
Shift

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Your turn...

Makes tons of errors on work: _____

Completes work too quickly: _____

Hugs others when not reciprocated: _____

Constantly talks too loudly: _____

Struggles with order of operations in Math: _____

OPTIMIZATION

Monitor
Modulate
Balance
Correct

EFFICIENCY

Sense Time
Pace
Sequence
Execute

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Your turn...

Difficulty with word recall: _____

Difficulty finding their own mistakes: _____

Doesn't move out of the way: _____

Constantly forgetting books/homework at school: _____

Room is a hot mess. Can never find what they need: _____

MEMORY

Hold
Manipulate
Store
Retrieve

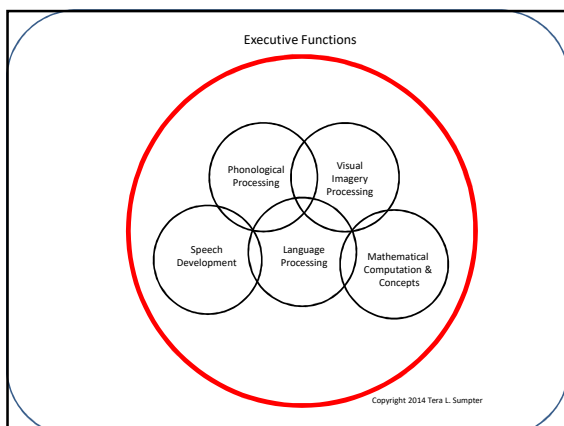
INQUIRY

Anticipate
Gauge
Analyze
Estimate
Time
Compare

SOLUTION

Generate
Associate
Prioritize
Plan
Organize
Decide

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TREATMENT

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- Executive Function Treatment Ideas**
- My treatment includes:
- Increasing awareness (reflexive questioning & self-evaluation)
 - Planning
 - Addressing sensory needs (refer to sensory OT)
 - Mindfulness techniques
 - Overall wellness for cognition

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Increase Awareness

“HOW DID YOU DO THAT?”

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Reflexive Questioning

“Is that important right now?”

“Is that what we should be thinking about right now?”

“What are you supposed to be doing right now? Is that what you’re doing?”

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Reflexive Questioning

Speech:
“When you say ‘ba’, what do you feel first? Does that match my word, ‘da’? Does it look the same (in the mouth)?”

Phonological:
“When you say ‘bat’, what do you feel last?”
Does that match the word ‘bap’?”

Visual Symbols:
“When you say ‘map’, what would be the first letter you’d see? Does it match?”

Language:
“Your words make me picture _____. Is that what you want me to picture? Does that match the story?”

Executive Functions:
“How did you do that?” “Did you follow the plan?”
“How could we change our plan so we might do better next time?”

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Your turn...

Keeps looking out the window:

Difficulty finding their own mistakes:

Doesn't move out of the way:

Getting into trouble for fighting:

Keeps bothering neighbor:

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Planning

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table	apples	four	legs
phone	smile	eat	sofa
lost	goat	wait	nine
magazine	neck	tap	skunk
bed	candle	cookie	frown
llama	wrist	eleven	window
nose	window	dream	dresser

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How did you do that???

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Types of Plans

- Still & Quiet Time
- Plan for Wanting to Touch/Take Something
- Plan for Thinking of an Answer
- Plan for Listening
- Plan for Looking
- Plan for Talking in the Classroom
- Plan for Conversational Turn Taking
- Plan for Worksheet
- Plan for Using Planner



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Still & Quiet Time Plan

1. Sit comfortably in a chair.
2. Be quiet/no talking.
3. Keep body as still as possible.

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Plan for Thinking of an Answer

1. Do Still and Quiet Time Plan
2. Look in my brain for the answer
3. Ask myself, "Is this the right answer?"
4. "Yes" - say answer
"No" - repeat steps 1, 2, 3, 4

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The Severely Dysregulated Child

1. Intro. concept of Planning (puzzle, card sorting)
2. Intro. Still & Quiet Time Plan
-start with 30 secs/1 minute and increase time
-discover their maximum time for this plan
3. Incorporate Still & Quiet Time Plan into all other plans
4. Increase awareness: reflexive questioning and self-evaluation

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Problem Solve

1. Child grabs toys from friends.
2. Student is always forgetting homework assignments.
3. Student is having trouble paying attention to information presented orally (trouble listening).

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Accuracy vs. Rate

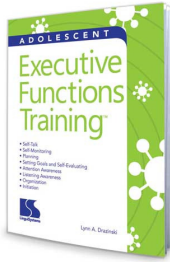
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Putting it all together...

1. Make a plan
2. Estimate how long it will take
3. Execute task
4. Self-evaluate: did I use plan? What is my accuracy? What is my rate? Evaluate if my plan was successful or not?
5. Use reflexive-questioning throughout

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My Executive Function Resources



Executive Functions Training Adolescent
Ages: 12-Adult Grades: 7-Adult

By Lynn A. Drazinski

- George McCloskey, Ph.D. (psychologist)
- David Nowell, Ph.D. (neuropsychologist)

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Top Down Strategies for Stress Reduction & Self-Regulation

- Progressive Muscle relaxation techniques
- Breathing Exercises
 - 1:4:2 breathing
 - 5 Finger breathing
- Mindfulness Techniques
 - Still & Quiet Time**
 - Mandalynth
 - Glitter Jar
 - Hourglass apps: The Hourglass Emporium

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Overall Wellness for Cognition

- Whole food diet
- Limit (preferably omit) processed foods
- Protein at every meal and snack
- Omega-3's
- Good sleep hygiene
- Decreased toxic chemical exposure
- Alternating intensity exercise

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Dear Teacher...

Tell us... "I know you're not gonna want to do this, but you're gonna have to. And you're gonna have to stay focused."

"Kids my age aren't thinking about what will happen next."

"Tell kids when something is really important."

"Stop taking recess away because it helps us."

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Let's Stay in Touch...

Tera Sumpter, M.A., CCC-SLP

seedsoflearningllc@gmail.com

www.seedsoflearningllc.wordpress.com

440-454-1686




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