How to support

- **Organisation**
- Resource checklist.
- Provide a central place for all of the child's equipment.
- **Impulse Control**
- A written check list of what to do.
- Explore cause and effect scenarios.
- Use of countdowns before calling out.
- **Emotional Control**
- Use of grounding techniques.
- Offer a safe space for withdrawal.
- Create a personalised calming box.
- **Flexible Thinking**
- Model flexible thinking.
- Explore 2 contrasting answers to a question to debate.

Useful Websites:

Enhancing-and-Practicing-Executive-Function-Skills-with-Children-from-Infancy-to-Adolescence-1.pdf
EEF | Self-regulation and executive function

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EXECUTIVE FUNCTIONING

A guide for Practitioners

What is it?

Executive Functioning is a group of skills that support us in being able to complete tasks successfully. They include: recalling previous learning, monitoring, planning, prioritising, initiating, organising, controlling impulses and emotions and also being able to think flexibly.

A Little More Information

- We are not born with executive functioning skills but develop them over time. Children within the classroom often learn these indirectly through the types of tasks that they are given.
- Many children have executive functioning difficulties and have not been able to develop these skills . These children will struggle to access learning tasks in school without support.
- There are many reasons why a child might have differences with their executive functioning skills. Children who have a Neurodiversity such as Autism or ADHD will struggle to attend to, organise and complete learning tasks. Environmental factors can also have an impact upon the development of executive functioning skills. Consider the children who have experienced trauma or adverse childhood experiences.

Executive Functioning Skills

Working memory
An individual's ability to hold information in their short term memory and then manipulate that information in some way.

Self-monitoring
Being able to see how the task is going and make adaptations if needed.

Planning and prioritising
Knowing the steps needed in order to do a task and which steps are most important.

Task initiation
Knowing the very first step to beginning a task and doing it.

Organisation
Being able to gather all of the things that you need in order to do the task.

Impulse control
Being able to maintain focus on a task, to follow instructions and expectations within the setting.

Emotional control
Being able to identify their own emotions and remain regulated during the task.

Flexible thinking
Being open to the possibility that there is more than one way to complete a task.

How to support

Every child with executive functioning differences are different. It is important to identify which skills they find challenging and provide support for these. Below are some examples are supports and strategies.

Working Memory

- Reduce language levels .
- Provide concrete versions of verbal instructions.
- Remove any extra information that isn't related to the task.

Self Monitoring

- Develop a structured script to approach problem solving.
- Body mapping to explore and identify how they feel.
- Use "think, pair, share" to allow for peer and self evaulation.

Planning and Prioritising

- Use a task slicing approach.
- Use a traffic light system to support the child identify which elements are urgent.

Task Initiation

- Record instructions.
- Offer sentence starters.