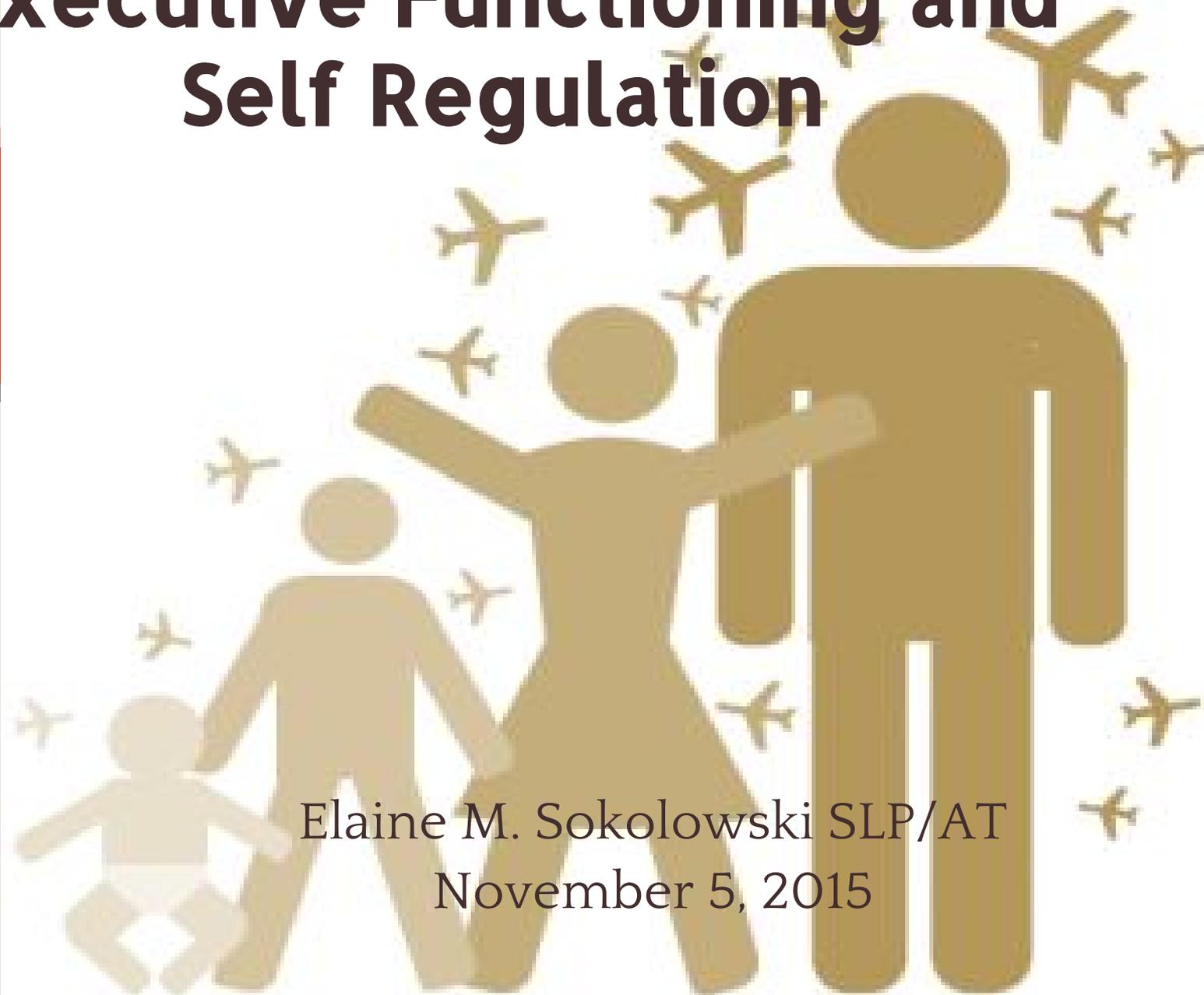


# Executive Functioning and Self Regulation



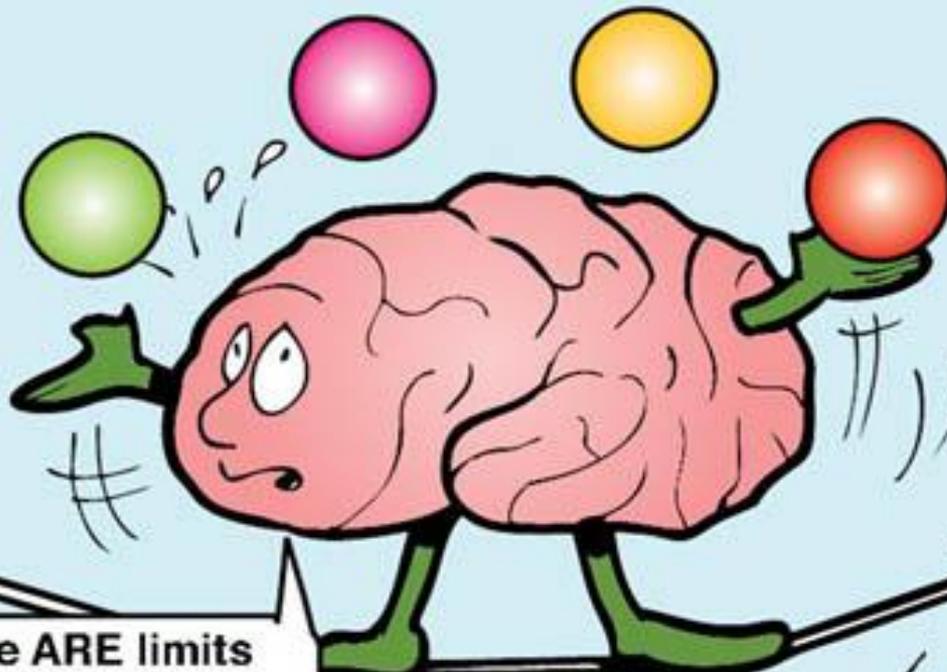
Elaine M. Sokolowski SLP/AT  
November 5, 2015

# Three Brain Functions for Self Monitoring Control

- WORKING MEMORY
- INHIBITORY CONTROL
- COGNITIVE OR MENTAL FLEXIBILITY

*In most real life situations these 3 functions are not used separate of each other. RATHER, they work together to self monitor – executive functioning.*

There is only so much the brain can do



There ARE limits to multi tasking!



# Stroop Effect



# Executive functions are mental skills that we all use every day to get things done

## Signs of executive functioning difficulties:

- **Organizational issues:**

  - Losing or forgetting important items on a regular basis

  - Being unable to maintain a clean room, desk, or hygiene

- **Time management difficulties:**

  - Struggling to be on time due to disorganization

  - Difficulty moving from one task to the next

- **Struggling to perform in school:**

  - Difficulty memorizing facts, remembering important information

    - organizing thoughts verbally or in writing,

    - solving multi-step problems, and completing and turning in homework

Students have to actively recognize their prior knowledge to **CONNECT** it to learning opportunities

Rote memorization will not enter long term memory

Students need to be explicitly taught and given opportunities to practice E.F.

Authentic, personally meaningful activities

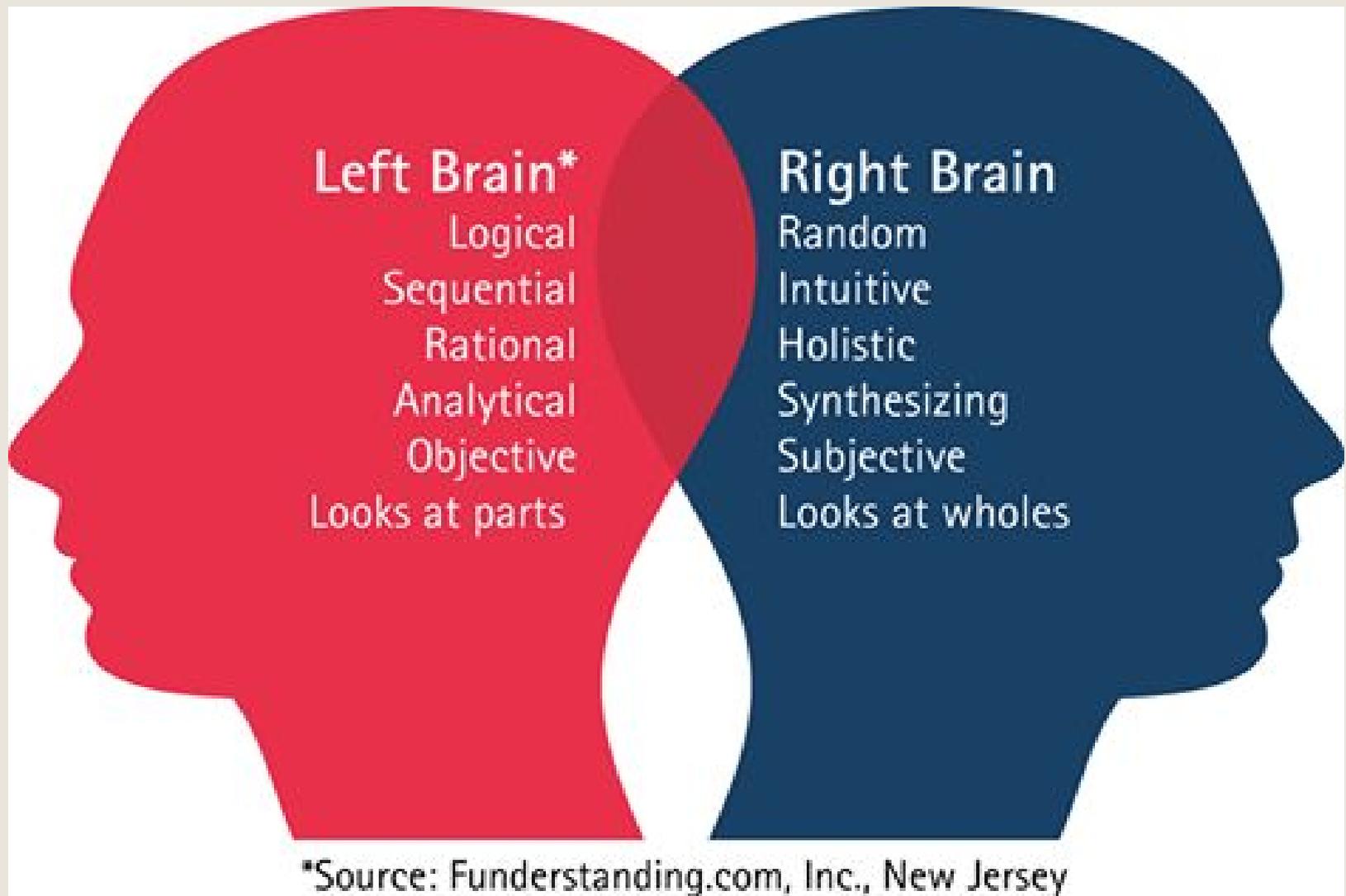
Consolidate learning into patterns in common

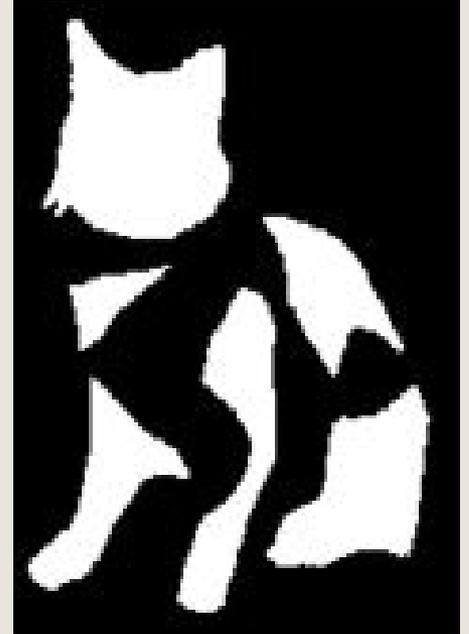
Switch memorization to **Mental Manipulation**

- Applying skills
- Communicating
- Demonstrating
- Supporting what one knows

## Brain and Body need to be ready for learning

- self-monitoring
- self-correcting
- self-assessing
- abstract reasoning
- focusing





**SNACK**

# Child Centered Activities

Tools will empower them to achieve their highest potentials

- Make/probe for predictions
- Solve a variety of types of problems
- Pursue interests, inquiries
- Time Management
- Analyze what information they need- process lists, items,
- Reward and recognition
  - First/then
- Flexible Thinking
  - *Jokes, riddles and puns*
  - *variety of approaches to a problem*
- Model Higher Thinking Skills
  - *Judgment*
  - *Prioritizing*
  - *Setting ATTAINABLE Goals*
  - *Efficient task approach-strategy*
  - *Providing Self-feedback and Monitoring Progress*



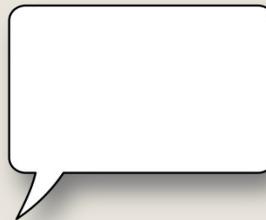
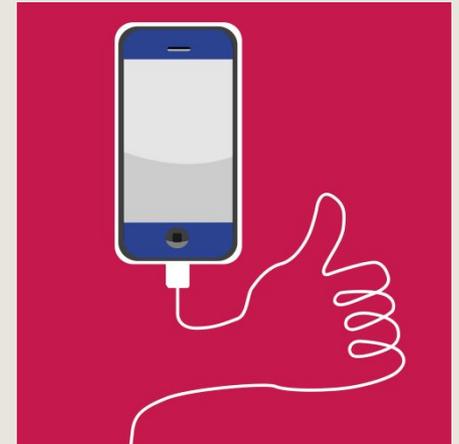
Flexible  
Planning,  
Analysis

Focus

Tolerate

Informed  
decision-  
making,  
Reasoning

Sort



# Homework Routines

- Tasks are easiest to accomplish when tied to specific routines. By establishing daily routines for homework completion homework will go more smoothly. Foster a sense of order your child can apply to later life.
- ***Step 1. Find a location in the house where homework will be done.*** The right location will depend on your child and the culture of your family.
- ***Step 2. Set up a homework center.*** Once you and your child have identified a location, fix it up as a home office/homework center. Make sure there is a clear workspace large enough to set out all the materials necessary for completing assignments.

- ***Step 3. Establish a homework time.*** Your child should get in the habit of doing homework at the same time every day.
- ***Step 4. Establish a daily homework schedule.*** In general, at least into middle school, the homework session should begin with your sitting down with your child and drawing up a homework schedule. You should review all the assignments and make sure your child understands them and has all the necessary materials. Ask your child to estimate how long it will take to complete each assignment.
- ***Building in breaks.*** These are good for the child who cannot quite make it to the end without a small reward en route. When creating the daily homework schedule, it may be useful with these children to identify when they will take their breaks. Some children prefer to take breaks at specific time intervals (every 15 minutes), while others do better when the breaks occur after they finish an activity.

# Incentives

- ***Simple incentive systems.*** The simplest incentive system is reminding the child of a *fun activity to do when homework is done*. It may be a favorite television show, a chance to spend some time with a video or computer game, talking on the telephone or instant messaging, or playing a game.
- ***Elaborate incentive systems.*** These involve more planning and more work on the part of parents but in some cases are necessary to address more significant homework problems.



Our task is to help children to be creative, to learn and to develop socially. To help them become capable to climb their own mountains.