

Executive Functioning

Common Challenges & Practical Solutions

Executive Functioning

Common Challenges & Practical Solutions



www.kyautism.org

U^{OF}L KENTUCKY AUTISM
TRAINING CENTER



bit.ly/KATCInformation

Meet Your Presenter

- Pediatric Occupational Therapist (22+ yrs)
- Kentucky Native (Louisville)
- Extensive Experience with ADHD/ASD
- Mom to NEUROSPICY teens!



Lindsay Eubanks, M.Ed., OTR/L

Family & Community Field Training Coordinator

Kentucky Autism Training Center

Why Are You Here?



Why Are You Here?

Type YES in the chat if you have
ever experienced one of these
moments?

Either your family member or yourself!

Why Are You Here?



*We all want and
need **connection**,
especially with
those in our own
home.*

Training Objectives

- What is Executive Functioning?
- How Does The Brain Support EF?
- What Are Key EF Milestones?
- What Factors Impact Executive Functioning?
- How Can I Identify Strengths & Weaknesses?
- What Practical Strategies Can Strengthen EF or Accommodate Executive Dysfunction?

What Is Executive Functioning?

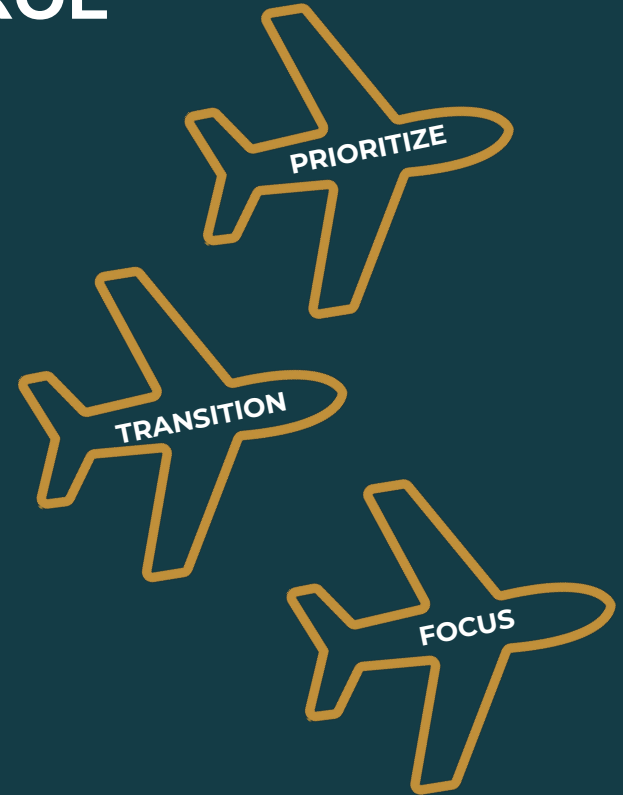
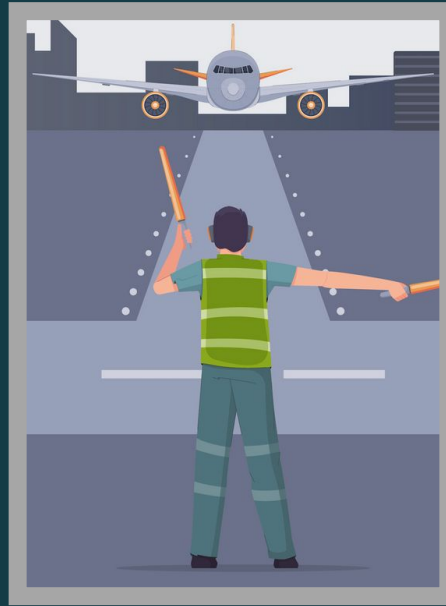
What is Executive Functioning?

Definition: Executive Functioning (EF) is a set of **cognitive skills** that help with:

- **managing behavior**
- **organizing tasks**
- **regulating emotions**

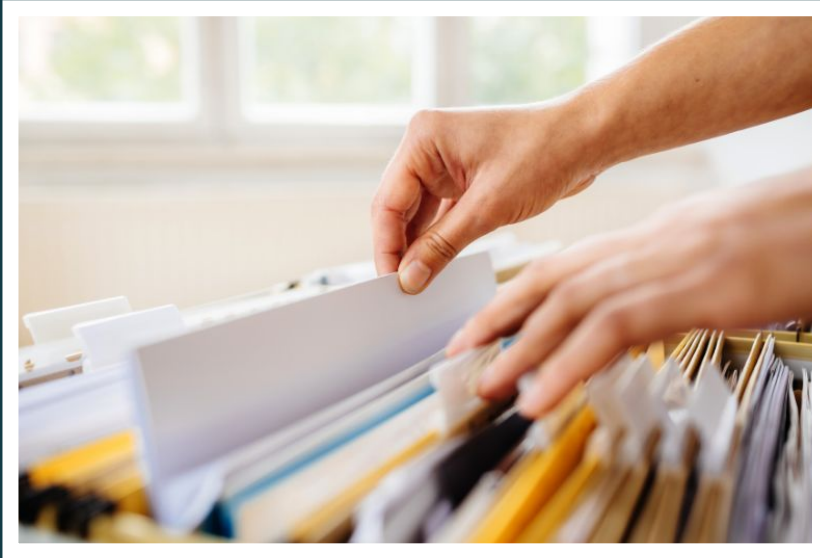
What is Executive Functioning?

AIR TRAFFIC CONTROL



What is Executive Functioning?

FILING CABINET



**ORGANIZES
MEMORIES**

**INFORMATION
RETRIEVAL**

What is Executive Functioning?

Weak Executive Functioning

Scattered

**Forgetting
Things**



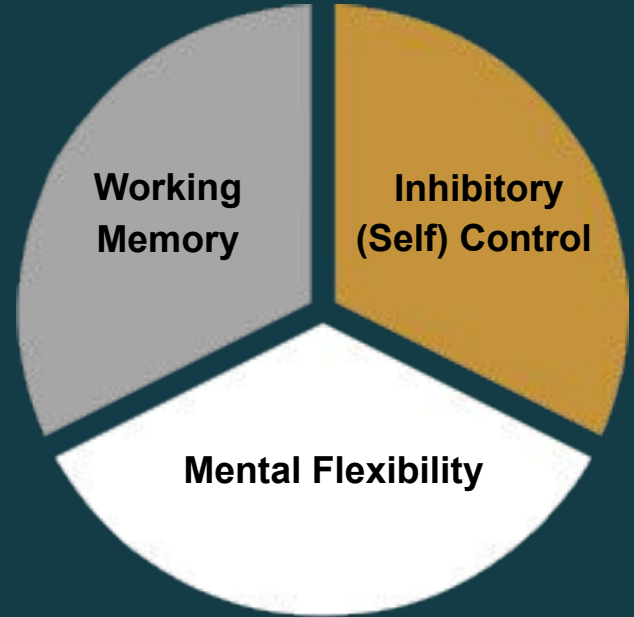
**Losing
Items**

**Poor Task
Completion**

What is Executive Functioning?

Core Skills:

1. **Working Memory**
2. **Inhibitory (Self) Control**
3. **Mental (Cognitive) Flexibility**



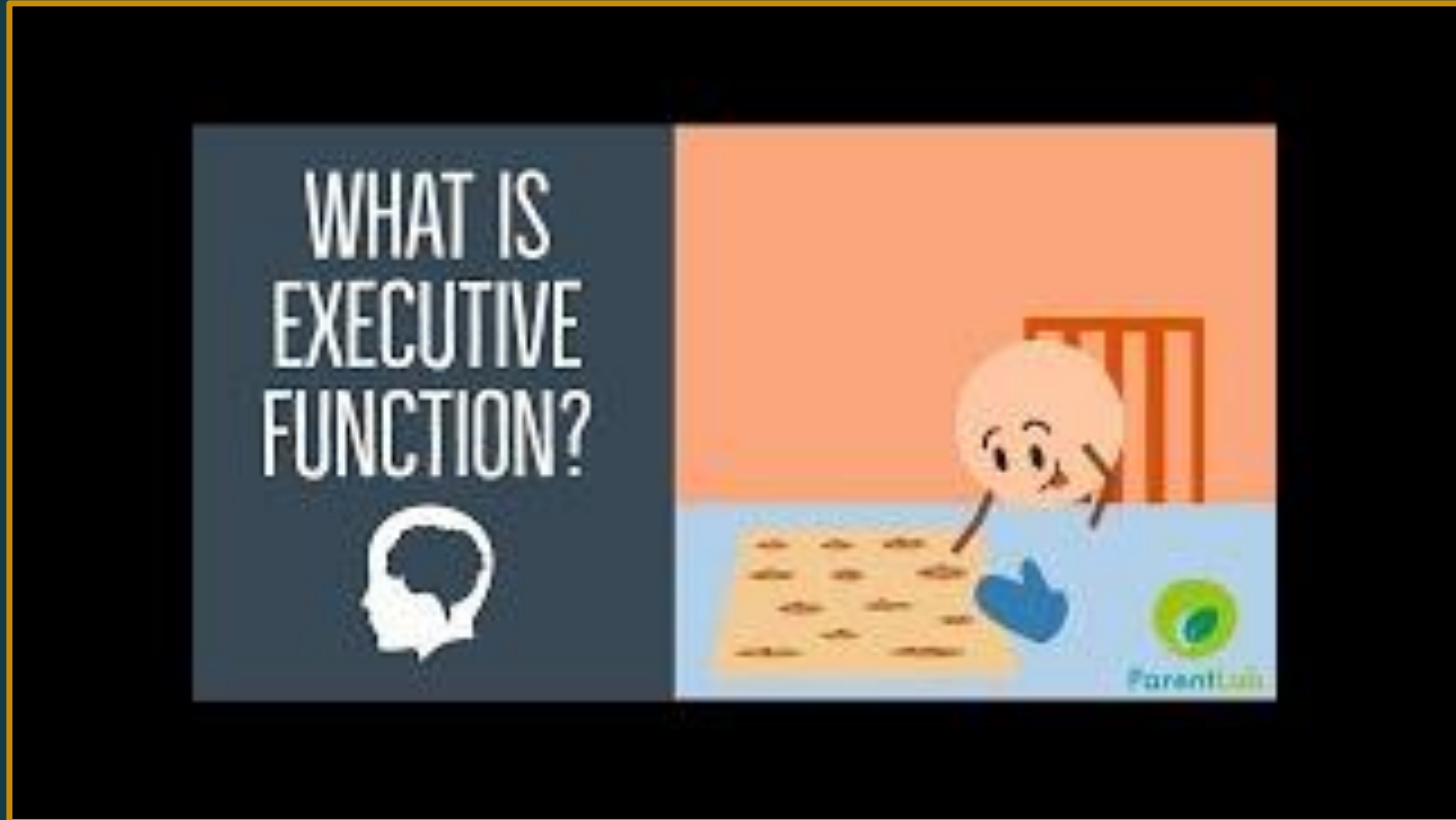
What is Executive Functioning?

Skills Found in Every Framework

- Working Memory
- Inhibitory (Self) Control
- Mental/Cognitive Flexibility
- Planning
- Task Initiation
- Organization
- Time Management



What is Executive Functioning?



What is Executive Functioning?

Planning

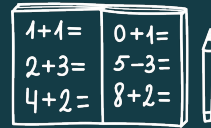
- Organizing blocks to build a tower.
- Gathering needed materials for art project
- Creating timeline and material list for a school or work project.



What is Executive Functioning?

Task Initiation

- Picking up toys after being asked to clean up.
- Beginning homework without reminders.
- Putting shoes on after being told it's time to go.



What is Executive Functioning?

Organization

- Organizing toys into groups when cleaning up.
- Managing digital files and emails
- Keeping study materials in designated spot



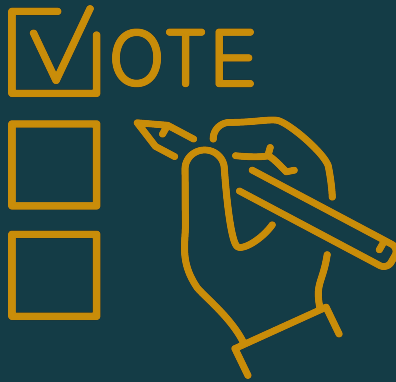
What is Executive Functioning?

Time Management

- Completing Homework On Time
- Following A Daily Routine
- Balances School and Social Life



Poll Time!!!



What is Executive Functioning?

Prefrontal Cortex (PFC)

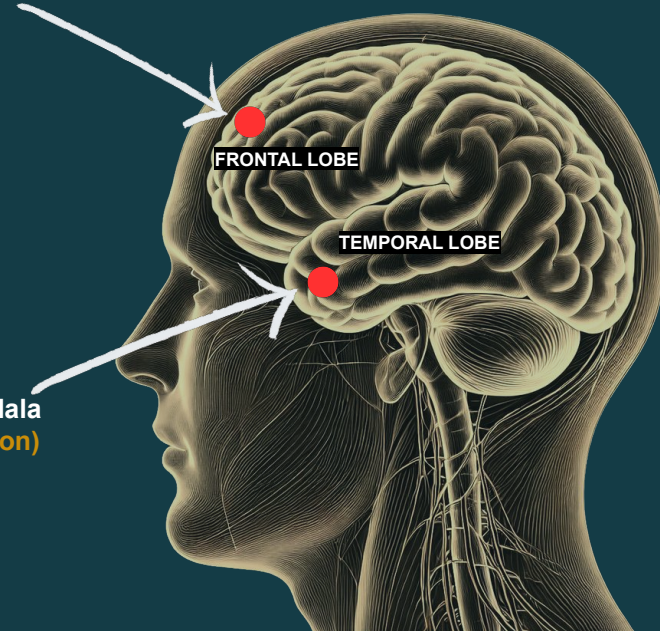
- Behind the forehead
- Largest lobe in human brain
- Under-development and decreased activity of PFC impacts other brain regions

Amygdala

- Emotion and Impulse Control
- Threat Detection System
- Needs input from PFC to regulate emotions

Prefrontal Cortex (PFC)
Primary Hub for EF

Amygdala
(Emotion)



What Should I Expect?

Executive Functioning Development

EF Development: What Should I Expect?

	 PLANNING	 TIME MANAGEMENT	 TASK INITIATION	 ORGANIZATION	 MENTAL FLEXIBILITY	 WORKING MEMORY	 SELF CONTROL
INFANT 0-24 MO.	<ul style="list-style-type: none"> Focusing on objects. Pointing & grabbing 			<ul style="list-style-type: none"> Shows interest in color, size, shape. Beginning matching skills. 	<ul style="list-style-type: none"> Older children in this range play simple role play or imaginative play games. 	<ul style="list-style-type: none"> Plays hide & seek. Simple recall games. Participates in familiar rhymes & songs. 	<ul style="list-style-type: none"> Plays simple games like peek-a-boo. Imitation and copying behaviors emerges.
TODDLER 2-4 YRS.	<ul style="list-style-type: none"> Understands simple instructions Can run simple errands. 	<ul style="list-style-type: none"> Time concepts including seasons, days of week, etc. Follows visual picture schedules Practices waiting. 	<ul style="list-style-type: none"> Independently start and complete tasks that take up to 10 minutes. 	<ul style="list-style-type: none"> Categories/patterns Sorts toys by function, form & class. Cleans up toys with adult assistance. 	<ul style="list-style-type: none"> Shifting between activities begins Sometimes manages unexpected changes without upset. 	<ul style="list-style-type: none"> Follows along to songs & fingerplays with many steps and movements. 	<ul style="list-style-type: none"> Plays active inhibition games (freeze dance). Starts to inhibit safety behavior (touching hot stove, etc.)
5-12 YRS.	<ul style="list-style-type: none"> Follows a set plan of steps to meet a goal. Plays fast moving games and strategy games. 	<ul style="list-style-type: none"> Developing time estimation (how long things will take) Begins skills to manage leisure time and required tasks. 	<ul style="list-style-type: none"> Independently starts & completes tasks that take between 30-60 minutes. 	<ul style="list-style-type: none"> Organizes/ sequences stories. Follows simple checklists. Gathers materials for familiar routines with adult assist /reminders. 	<ul style="list-style-type: none"> Organized social activities (sports, clubs, etc.) where unpredictable events can occur. Often uses adult help to adjust. 	<ul style="list-style-type: none"> Independent with puzzles, coordinated group activities. Collects info & applies it to new settings. 	<ul style="list-style-type: none"> Can control tantrums without adult help. Behavior remains without teachers or adult around. Follows safety rules.
TEEN 13-18 YRS	<ul style="list-style-type: none"> Independently plan steps of homework to meet goal. Working in a group to plan social activities. 	<ul style="list-style-type: none"> Estimates how long tasks will task and adjusts to fit. Tries to avoid consequences of poor time management. 	<ul style="list-style-type: none"> Independently start & complete tasks between 60-90 minutes. 	<ul style="list-style-type: none"> Follows complex schedules at home & school. Uses systems to organize schoolwork & activities. 	<ul style="list-style-type: none"> Manages unpredictable changes in routines. May need adult support to ID strategies to adjust. 	<ul style="list-style-type: none"> Manages complex tasks requiring integration of new info. Independent multi-step projects & group activities. 	<ul style="list-style-type: none"> Risk taking behaviors. Tests safety behaviors & social norms. Self talk to manage impulses.
YOUNG ADULT 18+ YRS	<ul style="list-style-type: none"> Develop & maintain multiple different plans to meet many different goals. Establishes and meet long term goals. 	<ul style="list-style-type: none"> Implements tools to manage time better. Uses routines & modifies schedules to meet changing demands. 	<ul style="list-style-type: none"> Starts & completes tasks despite adverse conditions/distractions Prioritizes and plans before starting most activities. 	<ul style="list-style-type: none"> Maintains neat/orderly systems for daily living tasks. Can reorganize life tasks (email, chores) when needed. 	<ul style="list-style-type: none"> Modifies schedules to meet demands. Unpredictability causes some stress, but can handle most changes easily. 	<ul style="list-style-type: none"> Greatest working memory capacity. Collects, stores and uses info from multiple sources to meet goals and complete tasks. 	<ul style="list-style-type: none"> Emotional control in most settings. Reduces distractions when needed. Sometimes reckless behavior.

What Should I Expect?

Infants and Toddlers (0-3 years)

EF Skills: Early development of attention and impulse control.

Expectations:

- Begin following simple routines.
- Pay attention for short periods (e.g., while playing with one toy).
- Practice impulse control in simple situations (e.g., waiting for a turn in a game).



What Should I Expect?

Preschoolers (3-5 years)

EF Skills: Working memory and simple planning.

Expectations:

- Follow 2-3 step directions
- Begin organizing toys/tasks
- Develop basic impulse control



What Should I Expect?

Early Elementary (6-8 years)

EF Skills: Basic organization & sustained attention

Expectations:

- Complete simple tasks with guidance
- Begin using checklists or visual reminders
- Pay attention to tasks for approx. 15-20 minutes



What Should I Expect?

Late Elementary (9-12 years)

EF Skills: More complex planning & problem solving

Expectations:

- Manage school assignments with minimal reminders
- Begin setting small goals and monitoring progress
- Organize materials for school



What Should I Expect?

Adolescents (13-18 years)



EF Skills: Advanced planning, time management & emotional regulation.

Expectations:

- Independently manage multiple tasks & deadlines
- Set longer-term goals and work toward them
- Regulate emotions in social and academic situations



What Should I Expect?

Early Adulthood (18+ years)

EF Skills:

- Decision-making
- Long-term planning
- Self-monitoring



What Causes EF Difficulties?

- Brain Chemical Imbalances
- Stress/Cortisol Levels
- Lack of Oxygen
- Traumatic Brain Injuries
- Substance Abuse
- Sleep Deprivation
- Mental Health Conditions (Depression/Anxiety, etc.)
- Neurodevelopmental Conditions (ADHD/ASD, etc.)
- Aging/Neurodegeneration (Alzheimer's, dementia, etc.)



Identifying EF Strengths & Challenges

Identifying EF Strengths & Challenges

DISCLAIMER

- The following suggestions are questionnaires that allow an individual to take an **informal** look at executive functioning **strengths** and **weaknesses**.
- They are purely for **self-awareness**.
- These are **not formal assessment tools**.
- If you would like a formal assessment of executive functioning skills, please **seek out a licensed professional**.



Identifying EF Strengths & Challenges

WHY?

- Role Modeling
- Effective Parenting and Support
- Empathy and Patience
- Leveraging Strengths and Seeking Support

Identifying EF Strengths & Challenges

Resources

Suggested Books:

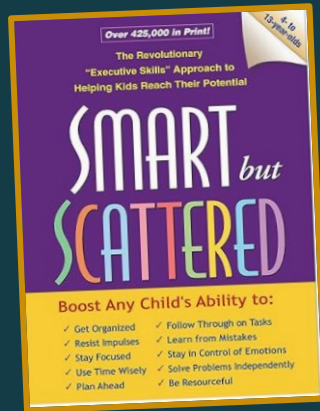
- *Smart but Scattered*

Richard Guare, Peg Dawson

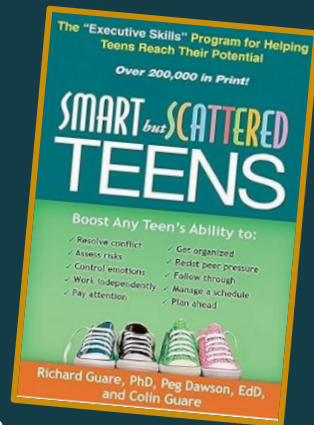
- Updated Version 11/19/24

- *Smart but Scattered Teens*

Richard Guare, Peg Dawson and Colin Guare



Smart but Scattered



Smart but Scattered Teens

Identifying EF Strengths & Challenges

EF Self-Awareness Tools

→ Executive Function Deficit: Symptoms Test for Children with ADHD (ADDITUDE Magazine)

Executive Function Deficit: Symptoms Test for Children with ADHD

→ Executive Skills Questionnaire (ESQ): A self-assessment to identify strengths and weaknesses in EF skills.

- ESQ - Online Version
- Parent and Child/Teen Versions

EXECUTIVE SKILLS QUESTIONNAIRE FOR CHILDREN—PRESCHOOL/KINDERGARTEN VERSION

Read each item below and then rate that item based on how well it describes your child. Then add the three scores in each section. Find the three highest and three lowest scores.

Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Score _____

1. Acts appropriately in some situations where danger is obvious (e.g., avoiding hot stove). _____

2. Can share toys without grabbing. _____

3. Can wait for a short period of time when instructed by an adult. _____

TOTAL SCORE: _____

Executive Skills Questionnaire for Parents

Rate each item below based on how well it describes you, using the following rating scale to choose the appropriate score. Then add the three scores in each section. Use the key on the next page to determine your executive skills strengths (two to three highest scores) and weaknesses (two to three lowest scores).

	1	2	3	4	5	6	7	
	Strongly agree	Agree	Tend to agree	Neutral	Tend to disagree	Disagree	Strongly disagree	
Item								Score
1. I tend to jump to conclusions.								_____
2. I don't think before I speak.								_____
3. I take action without having all the facts.								_____
TOTAL SCORE:								_____

Examples from: Smart But Scattered

Identifying EF Strengths & Challenges

EF Self-Awareness Tools

How Well Does Your Teen Manage Time?

For each item in the chart, first decide whether the statement to the left or right of BUT describes your teen better. Then rate the degree to which that statement applies to your teen. The number of items for which you chose the right-hand statement is an indicator of how much improvement your teen may need in the skill overall. Your ratings indicate possible targets for skill building: Where you chose "pretty much" or "very much" for a left-hand statement, your teen is demonstrating good use of the skill in that particular domain. "Pretty much" or "very much" for right-hand statements indicates areas that may need the most work.

Just a little	Pretty much	Very much				
			Some teens are always on time for school, dates, appointments, or other activities.	BUT	Other teens are always on time for school, dates, appointments, or other activities.	

How Well Does Your Teen Use Organizational Skills?

For each item in the chart, first decide whether the statement to the left or right of BUT describes your teen better. Then rate the degree to which that statement applies to your teen. The number of items for which you chose the right-hand statement is an indicator of how much improvement your teen may need in the skill overall. Your ratings indicate possible targets for skill building: Where you chose "pretty much" or "very much" for a left-hand statement, your teen is demonstrating good use of the skill in that particular domain. "Pretty much" or "very much" for right-hand statements indicates areas that may need the most work.

Just a little	Pretty much	Very much				
			Some kids keep notebooks and backpacks organized to find things easily.	BUT	Other kids can't find things in their notebooks or backpacks because they're a mess.	

For Parents: What's My Parenting Style?

Read the descriptions and decide which style best reflects the one you use *most of the time*. If you feel you fluctuate between different approaches, select more than one (but no more than three!) and rank-order them, with 1 representing the style you use the most and 3 the least.

Parenting style	Ranking (1-3)
Overinvolved, micromanages	
Would like to help, but feels overwhelmed	
Avoids confrontations at all costs	
Accountable, but I can't	

Teen Assessment

Which of the following response patterns do you typically use when confronted with a problem involving executive skills weaknesses? Check off only one.

"I know I have a problem, but I can't manage it. Can you take care of it for me?"	
"I know I have a problem, I'm open to working on it, and I'm willing to get help from someone [of my choosing] if necessary."	



Quick Detour!

EF & Intellectual Disabilities

What is an Intellectual Disability?

- Significant cognitive deficits
- IQ Score below 70
- Significant deficits in adaptive & daily life skills

TABLE 9-1 Classifications of Intellectual Disability Severity

Severity Category	Approximate Percent Distribution of Cases by Severity	DSM-IV Criteria (severity levels were based only on IQ categories)	DSM-5 Criteria (severity classified on the basis of daily skills)
Mild	85%	Approximate IQ range 50–69	Can live independently with minimum levels of support.
Moderate	10%	Approximate IQ range 36–49	Independent living may be achieved with moderate levels of support, such as those available in group homes.
Severe	3.5%	Approximate IQ range 20–35	Requires daily assistance with self-care activities and safety supervision.
Profound	1.5%	IQ <20	Requires 24-hour care.

EF & Intellectual Disabilities

Can EF Skills Be Improved with an ID?

- Interventions that enhance working memory & flexible thinking
- Consistent routines, visual aids, and frequent practice
- Develops over time
- Research is now exploring tailored interventions to meet needs of children with Down Syndrome.



EF, ADHD & Medication

- Brain structure 2-3 years delayed in ADHD brains (Barkley)
About Russell A. Barkley, Ph.D
- Smaller brain areas & less active.
- (2024 Study) Stimulant medication showing signs of promoting brain growth in 25-40% of participants when on medications for several years.
Wu, F., Zhang, W., Ji, W. et al.(2024).



***This information is provided for educational purposes only and does not constitute an endorsement of any treatment.
Please consult with a healthcare professional to discuss the best options for individual needs.***

Executive Functioning Strategies

Working Memory

WORKING MEMORY

Strategies

- **Visual Checklists/Schedules**
- **Memory Games**
- **Repetition/Visualization**
- **Break Tasks Into Small Steps (Chunking)**

WORKING MEMORY

Visual Checklists & Schedules

- Support daily routines
- Clear, consistent cues
- Structure/Predictability
- Supports language development
- Reduces anxiety
- Enhances independence



WORKING MEMORY

Visual Checklists & Schedules












- Morning Routines
- Afterschool Routines
- Bedtime Routines
- Self-Care Routines

Jake's Reminder List for Getting Ready for School on Time

The Night Before
Put all homework in backpack
Put other things in backpack (e.g., gym clothes, permission slips, etc.)
Get clothes ready for tomorrow
Set alarm
Lights off by 10:30
In the Morning
Get out of bed after no more than one "snooze alarm"
Take 5-minute shower
Get dressed
Eat breakfast
Brush teeth
Ready for school by 6:30

This example: Smart But Scattered Teens

☀ Morning Routine

	TO DO	DONE
	1. Use Restroom	<input type="checkbox"/>
	2. Get Dressed (Shoes and Undies Too)	<input type="checkbox"/>
	3. Put Away P.J.'s	<input type="checkbox"/>
	4. Turn off Noisemaker	<input type="checkbox"/>
	5. Turn off Lights (All)	<input type="checkbox"/>
	6. Brush Teeth (Floss Too)	<input type="checkbox"/>
	7. Put on Deodorant (under arms)	<input type="checkbox"/>
	8. Brush Hair	<input type="checkbox"/>
	9. Take Medicine (Inhaler Too)	<input type="checkbox"/>
	10. Eat Breakfast	<input type="checkbox"/>
	11. Lunch and Homework in Backpack	<input type="checkbox"/>

YOU MAY NOW PLAY IF THERE IS TIME BEFORE WE LEAVE
WE MUST BE IN **CAR BY 7:30.**

WORKING MEMORY

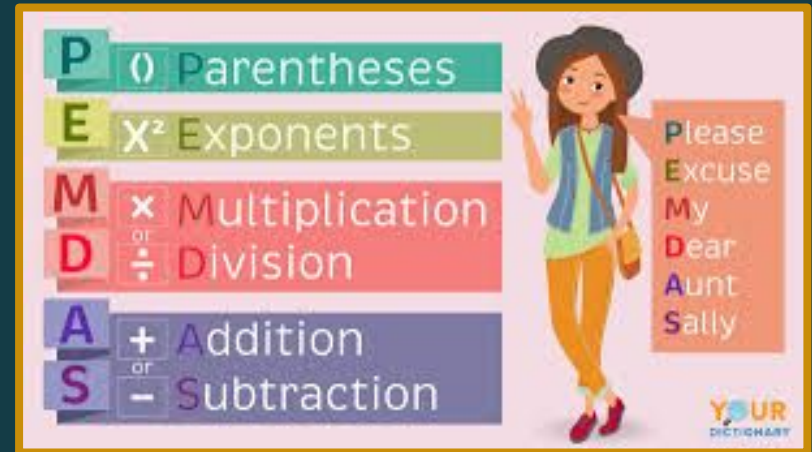
Task Chunking



WORKING MEMORY

Memory Games

- Concentration
- Simon (Electric Game)
- Mnemonics
 - PEMDAS



WORKING MEMORY

Repetition & Visualization

- Repeat multiplication tables
- Quizzes on vocabulary or facts
- Visualize a timelines for key events when studying history



Executive Functioning Strategies

Inhibitory (Self) Control

INHIBITORY (SELF) CONTROL

Strategies

- Impulse Control Games
- Practice “Stop” & “Think”
- Visual Reminders
- Token or Point System
- Mindful Breathing
- Emotional Labeling
- Calm Down Spaces
- Transition Strategies

INHIBITORY (SELF) CONTROL

Impulse Control Games



LINK: [Games for Impulse Control](#)

INHIBITORY (SELF) CONTROL

Stop and Think

Stop and Think

remote




Using **Stop and Think** helps us make good choices and avoid negative consequences. You need to stop and think about consequences, especially when you're mad or upset. If you don't, you might do something you regret. Stop and Think Girl's remote can stop and *fast forward*, or look ahead to see what the consequences of your choice might be. It can also *rewind*, or make things stop and go back to try again. That way you can see what might have happened if you'd made a different choice. If you stop and think about your choices, you can make a better decision. Color in your own remote. Next time you're in a situation that makes you feel a big emotion, imagine pressing stop on your remote and thinking about your choice.

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Centervention

Growth Mindset Introduction



Lesson Overview: Students will learn the basics of growth mindset and see examples of successful people who have overcome challenges.

Resource Type: Worksheet

Usage: Group, Individual

Recommended Grade Level: All


SEL Skill(s): Impulse Control

Prep Level: Modest

Challenge(s): Anxiety and Stress, Staying Focused

Materials: Chart Paper, Markers, and Writing Materials, Flexible Thinking

Flexible Thinking



Lesson Overview: The emotional regulation activity will help students practice flexible thinking through a fun and interactive partner drawing game.

Resource Type: Worksheet

Usage: Group, Individual

Recommended Grade Level: All


Skill(s): Cooperation, Emotion Regulation

Level: Modest

Challenge(s): Anxiety and Stress, Staying Focused, Friendship

Materials: Chart Paper, Markers, and Writing Materials, Flexible Thinking

Freeze Game



Lesson Overview: Help students explore the consequences of impulsive behavior, practice self-control through a fun dancing activity, and learn the mantra Freeze and Plan!

Resource Type: Activity

Usage: Group

Recommended Grade Level: Elementary

SEL Skill(s): Impulse Control

Prep Level: Modest

Challenge(s): Daily Transitions, Listening Skills, Staying Focused

Materials: Music

IMPULSE CONTROL: WHAT SHOULD I DO NOW?

Owliya needs to work on her behavior. Can you help her? Read each sentence, then choose the best thing for Owliya to do next.

- Owliya's mom told her to wait to eat her food until everyone has food on their plate.
 

Owliya should:

 - A. Wave her hand until her teacher comes over.
 - B. Raise her hand when her teacher is done.
 - C. Call out to her teacher.
- Owliya's teacher is helping another student, but she needs help.
 

Owliya should:

 - A. Tell a teacher.
 - B. Push her back.
 - C. Yell at her.
- Owliya's mom said she can't have the candy bar she wants at the grocery store.
 

Owliya should:

 - A. Cry and yell so her mom will buy it.
 - B. Keep asking nicely for her mom to buy it.
 - C. Be okay with not getting the candy.
- Owliya's classmate pushed her.
 

Owliya should:

 - A. Tell a teacher.
 - B. Push her back.
 - C. Yell at her.

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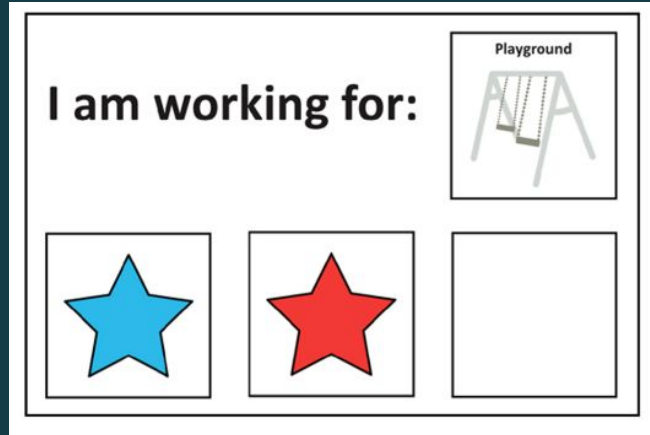
INHIBITORY (SELF) CONTROL

Visual Reminders



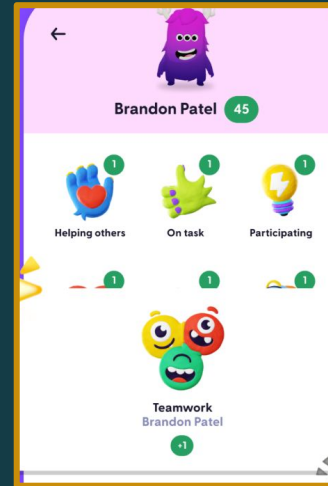
INHIBITORY (SELF) CONTROL

Token or Point Systems

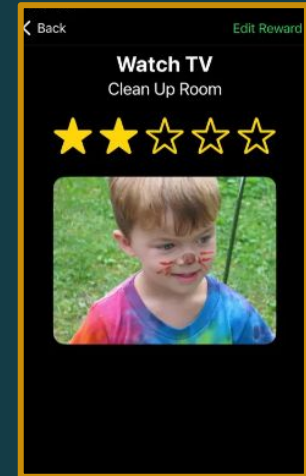


[Token Economy Tips. PDF](#)

Digital Token Systems



[ClassDojo](#)



[iReward App](#)
[Manatee App](#)

INHIBITORY (SELF) CONTROL

Mindful Breathing Strategies

LINKS



- [Breathing Buddies](#)
- [Deep Breathing GIF](#)
- [Star Breathing](#) (VIDEO)
- [5 Star Breathing PDF](#)
- [Cosmic Kids Yoga](#) (VIDEO)
- [4-7-8 Breathing](#) (VIDEO)
- [Box Breathing](#)
- [Grounding Techniques](#)
- [Progressive Muscle Relaxation](#)
- [Guided Visualization](#) ([Headspace](#)/[Calm App](#))



INHIBITORY (SELF) CONTROL

Teach Emotional Labeling

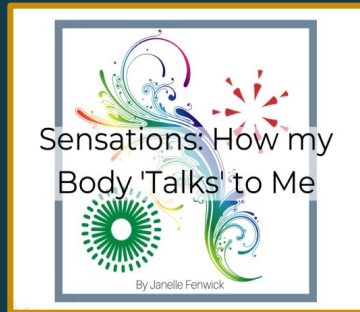
- Model, Label & Normalize Emotions
- Use Books, Songs & Stories
- Visual Emotion Charts and Apps
- Play “Emotional Labeling” Games
- Use Art and Creative Expression
- Discuss Emotions During TV/Movies



INHIBITORY (SELF) CONTROL

Emotional Labeling Resources

- [The Color Monster: A Pop-Up Book of Feelings](#)
- [Amazon.com: Generic Color Monster Plush Toys](#)
- [Emotionary by Funny Feelings ® on the App Store](#)
- [TeachingEmotionswithSensationsSocialStoryFREE-1.pdf](#)
- <https://www.centervention.com>



INHIBITORY (SELF) CONTROL

Create a Calm Down Space



INHIBITORY (SELF) CONTROL

Create a Calm Down Space

Key Elements

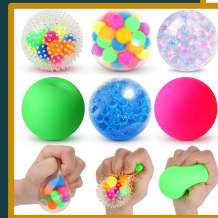
- Lighting
- Sound
- Tactile Elements
- Calming Sensory Input
- Movement Options
- Visual organization
- Smell Considerations
- Temperature Control



INHIBITORY (SELF) CONTROL

Calm Down Space Sensory Resources

- Noise-Canceling Headphones
- Forest App
- Freedom App
- Bouncy Band
- Deskercize
- Standing Desks for Kids
- Fidget Cube
- Stress Ball



INHIBITORY (SELF) CONTROL

Transition Strategies

- Transition Warnings
- Transition Objects
- Transition Songs
- Transition “walks”

5 minutes
left to
play!

Two more
turns and
then we're
done.



Executive Functioning Strategies

Mental/Cognitive Flexibility

MENTAL FLEXIBILITY

Strategies

- Offer Some Choices for Activities
- Reframe Challenges
- Introduce Small, Gradual Changes
- Play Flexible Thinking Games



MENTAL FLEXIBILITY

Strategies

- Offer Some Choices for Activities
- Reframe Challenges



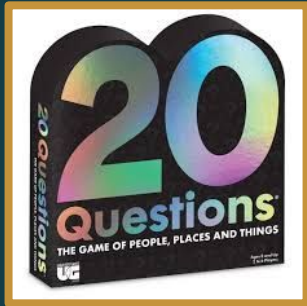
**Do you want
to play with
blocks or
color?**

**How else can
we solve this
problem?**

MENTAL FLEXIBILITY

Strategies

- Introduce Small Gradual Changes
- Play Flexible Thinking Games



[Pictionary Generator](#)

[Hasbro Gaming Taboo Board Game](#)

[How to Play 20 Questions](#)

[Flexible Thinking.pdf](#)

[Flexible Thinking Cards.pdf](#)



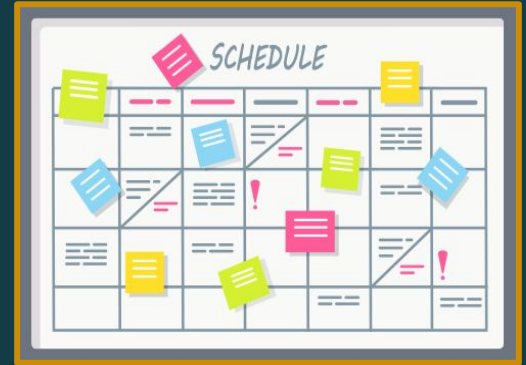
Executive Functioning **Strategies**

Planning

PLANNING

Strategies

- **Use Play to Practice Planning**
- **Task Planners/Calendars**
- **Use Backward Planning**
- **Create Visual Timelines**



PLANNING

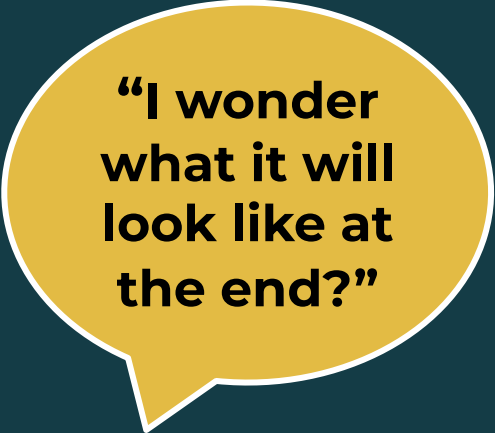
Strategies



**What
supplies do
you need?**



**What
could you
try next?**



**“I wonder
what it will
look like at
the end?”**

PLANNING

- Task Planners/Calendars

What is the best calendar or planner?



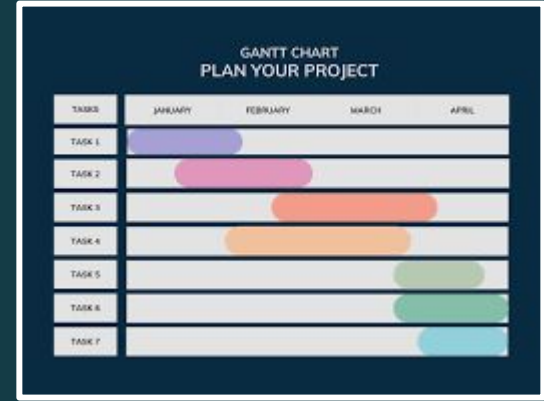
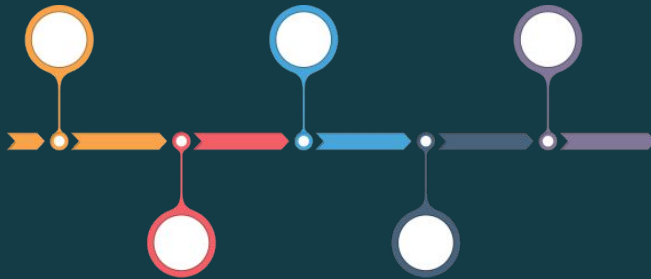
THE ONE THAT GETS USED!

LINK: [The Best School Planner Tips for Students with ADHD](#)

PLANNING

Strategies

- Use Backward Planning
- Create Visual Timelines



Gantt Chart - What is it?

Free Gantt Chart for Students

What is Trello?

Executive Functioning Strategies

Task Initiation

TASK INITIATION

Strategies

- Use Task-Starting Songs
- Use the 5-Minute Rule
- Visual Timers/Reminders



TASK INITIATION

Task-Starting Songs



Wake Up! Song!



Transition Songs



Put on Your Shoes Song



Routine Songs

TASK INITIATION

The 5-Minute Rule

How many
toys you can
pick up in 5
minutes?

Study for 5
minutes and
then take a
break if you
want to.

I'll jog for 5
minutes and
then rest.

The 5-Minute rule Beat Procrastination and Boost Productivity



HagenGrowth.com

How to use it

1. Remove distractions

If you have a more stimulating alternative, you'll be more likely to procrastinate and not continue when the time is up. Put your phone on airplane mode, close unnecessary tabs, and remove anything else that might distract you.

2. Set a timer

Set a timer for 5 minutes or set a small goal for yourself.

3. Work until your done

Work focused on your task at hand until you've reached your goal or the time is up.

4. Decide how you'll proceed

Continue with your work or leave the task here. No matter what, you have done more than you otherwise would.

Learn more about
how the 5-minute
rule can increase
your productivity in
the article

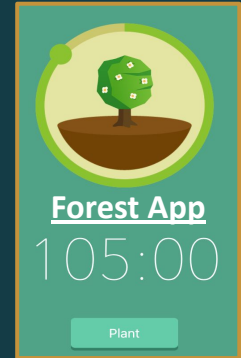
[The 5 minute rule - Hagen Growth](#)

TASK INITIATION

Visual Timers and Reminders

- Visual Timers
- Egg or Digital Timers
- Phone Timers/Other Apps
- Smart Speakers (e.g., Alexa)

[Link: The 26 Best Timers For Effortless Time Tracking](#)



Executive Functioning Strategies

Organization

ORGANIZATION

Strategies

- Teach Sorting & Categorizing
- Visual Labels & Containers (Color-Coded)
- Create a “Launchpad” Area
- Teach the “One-at-a Time” and “A Place for Everything” Rules



ORGANIZATION

Strategies

- Teach Sorting and Categorizing
- Use Visual Labels/Containers (Color Coded)



[Teaching Categorization Skills](#)

[Color Coding Tools](#)

[How to Declutter: 7 Tips for ADHD Adults](#)



ORGANIZATION

Strategies

- Create a “Launchpad” Area



How To Set Up A Family Command Center Like A Pro



The Launch Pad

ORGANIZATION

Strategies

- “One At A Time” Rule & “A Place for Everything”

Before we take out the puzzle, let's put the blocks back in the bin.



Clean Up Checklist for Kids

Executive Functioning Strategies

Time Management

TIME MANAGEMENT

Strategies

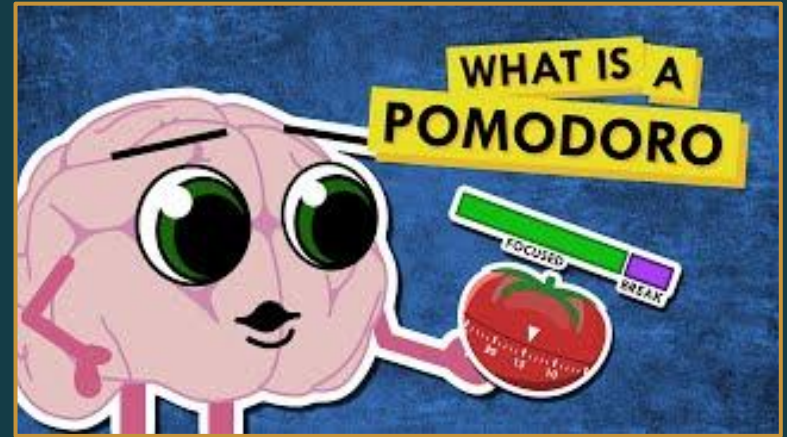
- Pomodoro Technique
- Time Blocking
- Estimate Time for Tasks (Use Timers)
- Predictable Daily Routines
- Learn to “see” your time.



TIME MANAGEMENT

Strategies

- Pomodoro Technique
- Time Blocking



Pomodor app

The 5 best Pomodoro timer apps in 2024

TIME MANAGEMENT

Strategies

- Estimate Time for Tasks
- Predictable Daily Routines

LINK: [The Importance of Schedules and Routines](#)



[4 Pc. Chore Chart - Amazon](#)



[My Daily Routines Sample](#)

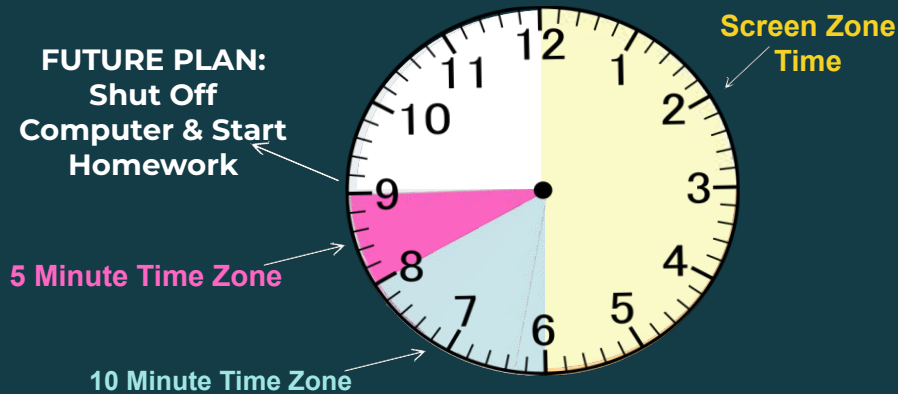
Summary: The Best Free Time Tracking App of 2024				
COMPANY	FORBES ADVISOR RATING	STARTING PRICE	NUMBER OF USERS	LEARN MORE
Clockify	Forbes Advisor 5.0 ★★★★★	Free; \$5.49 per user per month (billed annually)	Unlimited	Learn More Via partner site
TimeCamp	Forbes Advisor 4.5 ★★★★★	Free; \$2.99 per user per month (billed monthly)	Unlimited	Learn More Via partner site
Toggl Track	Forbes Advisor 4.4 ★★★★★	Free; \$9 per user per month (billed annually)	Yes, for 30 days	Learn More Via partner site
Paymo	Forbes Advisor 4.4 ★★★★★	Free; \$3.90 per user per month (billed annually)	Yes, for 15 days	Learn More Via partner site
My Hours	Forbes Advisor 4.3 ★★★★★	Free; \$8 per user per month (billed annually)	Unlimited	Learn More Via partner site
Deputy	Forbes Advisor 4.3 ★★★★★	Free; \$5 per user per month (billed monthly)	Unlimited	Learn More Via partner site
TrackingTime	Forbes Advisor 3.8 ★★★★★	Free; \$5.75 per user per month (billed annually)	Up to three	Learn More Via partner site

[7 Free Time Tracking Apps \(2024\) – Forbes Advisor](#)

TIME MANAGEMENT

Strategies

- Learn to “see” time



VIDEO LINK: [How To Teach Kids Time Management](#)

Time Management Worksheet

Why is time management important?

- Reduces stress & anxiety.
- Reduces the fear of failure.
- Preparation improves your confidence.
- Reduces completing tasks at a mediocre level.
- Preparation makes the day run more smoothly.

How do you spend your time?

There are only 24 hours in a day. It is helpful to learn and track how you utilize every hour in each day. On average where do you spend your time each day? Take time to fill in the circle with everything you do in a day. Example: You spend time sleeping, so will need to include the total number of hours spent sleeping in your circle. Don't forget all of the various responsibilities and activities you do each day: classes, studying, sleep, fitness, work, family, personal care, eating, transportation, relaxation/hobbies, etc.

A blank circular time management chart with 24 radial lines, designed for tracking time usage throughout the day.

Time Management Worksheet



Wrap Up!

Key Takeaways

→ What is Executive Functioning (EF)?

- Cognitive skills that help manage thoughts, emotions, and actions. (ex: Working memory, self-control, flexibility, planning, organization, task initiation & time management)

→ Common EF Challenges

- Examples include forgetfulness, impulsivity, difficulty with time management, & task initiation.

→ Practical Strategies

- Visual schedules, routines, and modeling self-regulation.
- Timers, checklists, & creating supportive environments.

Moving Forward

Implementing EF Support

- **Start Small**
- **Consistency is Key**
- **Self-Care for Supporters**
- **Resources and Continued Learning**



Reflection Time

Reflection Time

- List at least **one strategy** you are going to consider implementing to encourage **growth** and **independence** (either in you and/or your child/client).

Put your answer in the chat

(If you are comfortable).



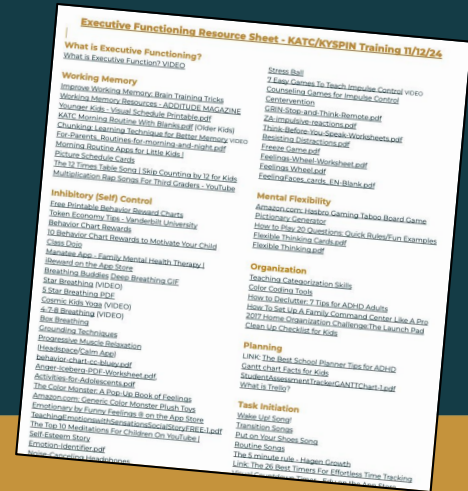
Resources & References

EF Resource Sheet



Scan the QR code
or go to

bit.ly/ResourceSheetEF



Thank you for attending today's training
Please complete the electronic evaluation:



Scan the QR code
or go to
bit.ly/katconline2425

Quarterly
Drawing

Resources

[What is Executive Functioning?](#)

[What is Executive Function VIDEO?](#)

[Inhibitory \(Self\) Control](#)

[The Color Monster: A Pop-Up Book of Feelings](#)

[Amazon.com: Generic Color Monster Plush Toys](#)

[Emotionary by Funny Feelings ® on the App Store](#)

[Teaching Emotions with Sensations Social Story FREE-1.pdf](#)

[The Top 10 Meditations For Children On YouTube |](#)

[Self-Esteem Story](#)

[Emotion-Identifier.pdf](#)

[Noise-Canceling Headphones](#)

[Forest App](#)

[Freedom](#)

[Deskercise](#)

[GoNoodle](#)

[Bouncy Band](#)

[Standing Desks for Kids](#)

[Fidget Cube](#)

[Stress Ball](#)

[7 Easy Games To Teach Your Child Impulse Control VIDEO](#)

[Counseling Games for Impulse Control](#)

[Centervention](#)

[GRIN-Stop-and-Think-Remote.pdf](#)

[ZA-impulsive-reactions.pdf](#)

[Think-Before-You-Speak-Worksheets.pdf](#)

[Resisting Distractions.pdf](#)

[Freeze Game.pdf](#)

[Feelings-Wheel-Worksheet.pdf](#)

[Feelings Wheel.pdf](#)

[Feeling Faces cards EN-Blank.pdf](#)

[Inhibitory \(Self\) Control](#)

[Free Printable Behavior Reward Charts](#)

[Token Economy Tips - Vanderbilt University](#)

[Behavior Chart Rewards 10 Behavior Chart Rewards to Motivate Your Child](#)

[Class Dojo](#)

[Manatee App - Family Mental Health Therapy | Book Consult](#)

[iReward on the App Store](#)

[Breathing Buddies Deep Breathing GIF](#)

[Star Breathing \(VIDEO\)](#)

[5 Star Breathing PDF](#)

[Cosmic Kids Yoga \(VIDEO\)](#)

[4-7-8 Breathing \(VIDEO\)](#)

[Box Breathing](#)

[Grounding Techniques](#)

[Progressive Muscle Relaxation](#)

[\(Headspace/Calm App\)](#)

[behavior-chart-cc-blueey.pdf](#)

[Anger-Iceberg-PDF-Worksheet.pdf,](#)

[Activities-for-Adolescents.pdf](#)

[Working Memory](#)

[Improve Working Memory: Brain Training Tricks](#)

[Working Memory Resources - ADDITUDE MAGAZINE](#)

[Younger Kids - Visual Schedule Printable.pdf](#)

[KATC Morning Routine With Blanks.pdf \(Older Kids\)](#)

[VIDEO: Chunking: Learning Technique for Better Memory](#)

[For-Parents_Routines-for-morning-and-night.pdf](#)

[Morning Routine Apps for Little Kids | Common Sense Media](#)

[Picture Schedule Cards](#)

[The 12 Times Table Song | Skip Counting by 12 for Kids](#)

[Multiplication Rap Songs For Third Graders - YouTube](#)

Resources

Mental Flexibility

[Amazon.com: Hasbro Gaming Taboo Board Game Pictionary Generator](#)
[How to Play 20 Questions: Quick Rules and Fun Examples](#)
[Flexible Thinking Cards.pdf](#)
[Flexible Thinking.pdf](#)

Task Initiation

[Wake Up! Song!](#)
[Transition Songs](#)
[Put on Your Shoes Song](#)
[Routine Songs](#)
[The 5 minute rule - Hagen Growth](#)
[Link: The 26 Best Timers For Effortless Time Tracking](#)
[Visual Countdown Timer - Edu on the App Store](#)
[Amazon.com: Visual Timer](#)
[Forest](#)
[Smart Speakers \(e.g., Alexa\)](#)

Planning

[LINK: The Best School Planner Tips for Students with ADHD](#)
[Gantt chart Facts for Kids](#)
[StudentAssessmentTrackerGANTTChart-1.pdf](#)
[What is Trello?](#)

Organization

[Teaching Categorization Skills](#)
[Color Coding Tools](#)
[How to Declutter: 7 Tips for ADHD Adults](#)
[How To Set Up A Family Command Center Like A Pro - The Organized Mama](#)
[2017 Home Organization Challenge: Week 4 The Launch Pad](#)
[Clean Up Checklist for Kids](#)

Time Management

[What is a Pomodoro and How Can it Help with ADHD?](#)
[Pomodoro app](#)
[The 5 best Pomodoro timer apps in 2024](#)
[4 Pc. Chore Chart - Amazon](#)
[My Daily Routines Sample](#)
[7 Free Time Tracking Apps \(2024\)](#)
[Schedules-and-Routines \(1\).pdf](#)
[Time Management Worksheet](#)
[How To Teach Kids Time Management](#)

Identifying EF Strengths & Challenges

[ESQ-R-Manual-4.0.pdf](#)
[Smart but Scattered](#) (Book)
[Smart but Scattered Teens](#) (Book)
[EF Toolkit Site - Resources for Executive Functions](#)
[Success @ School - EF Action Plan PDF](#)
[EF Screener - Children](#)
[Executive Function Skills By Age: What To Look For](#) (Life Skills Advocate)

Resources

Resources 6-18 months

[Pierce County Library Wiggles and Tickles PDF](#)
[Infant-Toddler Playbook](#)
[Zero to Three Grandparents Guide](#)
[Executive-Function-Activities-for-6-to-18-month-olds.pdf](#)

Resources 18-36 months

[Music Activities for Kids](#)
[Grandparents Play 12-24 mo. pdf](#)
[Grandparents Play 24-26 mo. pdf](#)
[Pretend Play Household Items PDF](#)
[Executive-Function-Activities-for-18-to-36-month-olds.pdf](#)

Resources 3-5 yrs.

[Mind in the Making – Independent Play](#)
[Developing Child – Storytelling](#)
[Songs for Kids](#)
[Montessori Activities – Walking on the Line](#)
[Executive-Function-Activities-for-3-to-5-year-olds.pdf](#)

Resources 5-7 yrs.

[Developing Child – Harvard University](#)
[Cool Math Games](#)
[PBS Kids Games](#)
[Pagat – Traditional Card Games](#)
[Scout Songs](#)
[ThinkFun – Games and Puzzles](#)
[Tools of the Mind](#)
[Executive-Function-Activities-for-5-to-7-year-olds.pdf](#)

Resources 7-12 yrs

[Developing Child – Harvard University](#)
[Common Sense Media – Game Reviews](#)
[American Mensa's Mind Games Competitions](#)
[Cogmed – Working Memory Training](#)
[Lumosity – Brain Training](#)
[PBS Kids – Active Games](#)
[Executive-Function-Activities-for-7-to-12-year-olds.pdf](#)

Resources Adolescents

[Developing Child – Harvard University](#)
[Do Something – Volunteer Opportunities](#)
[Volunteer Match – Volunteer Opportunities](#)
[Mindset Online – Growth Mindset](#)
[Common Sense Media – Study Tools](#)
[Mensa Mind Games – Winning Strategy Games](#)
[Cogmed – Working Memory Training](#)
[Lumosity – Brain Training](#)

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- Cuevas et al, 2014. [What's mom got to do with it? Contributions of maternal executive function and caregiving to the development of executive function across early childhood.](#) 2014 Mar;17(2):224-38. doi: 10.1111/desc.12073. Epub 2014 Jan 11.
- Meuwissen & Carlson, 2015. Fathers matter: [The role of father parenting in preschoolers' executive function development](#),
- Journal of Experimental Child Psychology, Volume 140, 2015, Pages 1-15, ISSN 0022-0965, <https://doi.org/10.1016/j.jecp.2015.06.010>.
- Hammond SI, Müller U, Carpendale JI, Bibok MB, Liebermann-Finestone DP. [The effects of parental scaffolding on preschoolers' executive function.](#) Dev Psychol. 2012 Jan;48(1):271-81. doi: 10.1037/a0025519. Epub 2011 Sep 19. PMID: 21928877.
- Center on the Developing Child at Harvard University - [Harvard's Center on the Developing Child](#)
- [ADHD & Executive Functioning - Part 3 - Building a Theory of EF- Russell Barkley](#)
- [Smart but Scattered by Peg Dawson and Richard Guare](#)
- [Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential](#) by Richard Guare, Peg Dawson, Colin Guare
- [Taking Charge of ADHD: The Complete, Authoritative Guide for Parents](#)
- 10 Executive Function Skills (Dawson & Guare)
- 12 Executive Function Skills (Peg Dawson & Richard Guare – Expanded)
- [8 Executive Function Skills \(McCloskey, Perkins, and Van Divner\)](#)
- [11 Executive Function Skills \(Russell Barkley's Model\)](#)
-

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- [Executive Function & Self-Regulation](#)
- [How-Early-Experiences-Shape-the-Development-of-Executive-Function.pdf](#)
- [Executive Function: What It Is, How To Improve & Types](#)The ADHD Dude - [ADHD Dude](#)
- [Profiles of Everyday Executive Functioning in Young Children With Down Syndrome - PMC](#)
- [Down Syndrome Research and Practice Journal](#)Executive Function and Intellectual Disability: Innovations, Methods, and Treatments
- [Clinical Characteristics of Intellectual Disabilities - NCBI Bookshelf](#)
- [ADHD & Executive Functioning - Part 2 - Neuroanatomy of ADHD - VIDEO](#)
- [Stimulant Medications | Neuropsychopharmacology](#)
- [Stimulant Medications Enhance Brain Development \(Neuroprotection\) in Children with ADHD - VIDEO](#)
- [Stimulant medications normalize brain structure in children with ADHD, study suggests](#)

KATC/UL Website



www.kyautism.org

KATC Information Site

Most Up To
Date Info



bit.ly/KATCInformation

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[kyautismtrainingcenter](https://www.instagram.com/kyautismtrainingcenter)



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