

WALDEN GREEN

CLASSROOM STRATEGIES & INTERVENTIONS FOR STUDENTS HAVING DIFFICULTY WITH: **EXECUTIVE FUNCTION & BEHAVIOR**

AREAS OF DEFICIT:	TRY THIS:
<p>INHIBITION: ability to resist impulses and the ability to stop one's own behavior at the appropriate time.</p>	<p><u>External Structure:</u></p> <ul style="list-style-type: none"> ●Explicit classroom rules ●Seated near, close to, or facing a teacher ●Seated by more focused peers <p><u>Student-Based:</u></p> <ul style="list-style-type: none"> ●Use response delay techniques (count to 5-10 before responding verbally or physically) ●Verbalize a plan before beginning, including goals for accuracy and time to completion ●Control antecedents of impulsive behavior
<p>SHIFT: the ability to move freely from one situation or activity. Key aspects of shifting include the ability to (a) make transitions, (b) tolerate change, (c) problem-solve flexibly, (d) switch or alternate attention, and (e) change focus from one mindset or topic to another</p>	<p><u>External Structure:</u></p> <ul style="list-style-type: none"> ●Visual classroom schedule ●Adjust routines slightly ●Have a “plan B” in place when introducing new changes ●Anticipate possible changes and build in new routines ●Pre-teach changes in routine/structure <p><u>Student-Based:</u></p> <ul style="list-style-type: none"> ●Give 2 minute warning to facilitate transitions ●Give individualized visual schedule
<p>EMOTIONAL CONTROL ability to modulate or control his or her emotional responses</p>	<p><u>External Structure:</u></p> <ul style="list-style-type: none"> ●Manage antecedents that produce emotional changes ●Teacher models appropriate emotional control; shows how to talk it through ●Teacher gives clear expectations regarding emotional control ●Explicit instruction on self-regulation programs (i.e. Zones of Regulation) <p><u>Student-Based:</u></p> <ul style="list-style-type: none"> ●Opportunities to discuss upcoming events that might cause outburst ●Use response delay techniques ●Develop a “thermometer” regarding levels of distress and what strategy we should/could we have done at each level ●Learn emotional vocabulary ●Take a “time-out” before an outburst occurs
<p>MONITORING Task-oriented monitoring: work-checking habits -child assesses his or her own performance during or shortly after finishing a task to ensure accuracy or appropriate attainment of a goal</p> <p>Self-monitoring:interpersonal awareness. Child keeps track of the effect that his or her behavior has on others.</p>	<p><u>External Structure:</u></p> <ul style="list-style-type: none"> ●Provide opportunities for self-monitoring task and social behavior(s) ●Provide rubrics for assignments ●Set timers for task completion <p><u>Student-Based:</u></p> <ul style="list-style-type: none"> ●Have student predict how well they will do ●Have student predict how long a task would take ●Increase awareness of student's strengths and weaknesses ●Have student grade/rate own work ●Analyze what worked and what didn't work