Regina Dominican High School
701 Locust Road
Wilmette, Illinois 60091
www.rdhs.org

3rd Annual The Mustard Seed Project
Inclusive Practices in Catholic Schools
October 10, 2016
Loyola University Chicago | Lake Shore Campus | 1032 W. Sheridan
Regina Dominican’s Caritas Program:
Building an Inclusive Community

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Rationale for Caritas Program: Building an Inclusive Community

- Benefits students with executive function deficits and diverse learners
- Increases academic achievement as a function of improved executive function skills
- Broadens and diversifies our student population
- Makes Regina Dominican a more viable option for diverse learners and their families seeking a Catholic education
The mission of the Caritas (Latin term meaning “compassion”) Program is to provide an inclusive academic support program to enable all students to maximize achievement through executive function skill development and individualized assistance. Students will strengthen other productive academic behaviors to become strong self-advocates, confident young women, and successful lifelong learners.
Objectives of Session

• Provide detailed overview of Regina Dominican’s Caritas Program
• Share program initiatives and components, including rationale and benefits of executive function skill development for diverse learners
• Review practical strategies for developing your own program at your school
“There is strong evidence that academic behaviors are a major determinant of course grades and that improving students’ academic behaviors would increase students’ course performance. There is also strong evidence that academic behaviors are malleable and affected by classroom context, and there are some clear strategies for classroom practice around monitoring and support.”

(The University of Chicago Consortium on Chicago School Research, 2012)
5 General Categories of Noncognitive Factors Related to Academic Performance

1. Academic Behaviors (class attendance, doing homework, organizing materials, participating, studying)
2. Academic Perseverance
3. Academic Mindsets
4. Learning Strategies
5. Social Skills
What are Executive Functions?

Executive Functions (EF) are the thinking processes involved in planning, organizing, decision-making, and regulating behavior that are enlisted to solve various problems in school and in daily life.

(Laurel Center for Research on Girls, 2016)
Executive Functions: An Overview

• The command and control center of the brain.
• The “Executive in the brain.”
• The conductor of cognitive skills.
• The cognitive processes that connect learned experiences with present actions.
• The place that encodes, retrieves, and manipulates information.

(McCloskey, G., Assessment and Intervention for Child and Adolescent Executive Function Difficulties, Cape Cod Institute, 2015)
Executive Functioning (EF) 101

- High-level cognitive skills that help us meet challenges and accomplish goals
- Helps us manage our routines, prioritize tasks, plan ahead
- Students rely on these skills to help them focus, cope with their emotions, navigate peer interactions, and control moods
Development of EF

- Unfolds over an extensive period of time
- Sustaining attention and regulating emotions begin to form in toddlerhood
- Planning, cognitive shifting, and self-monitoring develop in late childhood
- Skills build upon each other – EF in childhood affects social skills in adolescence

(Laurel’s Center for Research on Girls, 2016)
Key Concept: EF and ADHD?

Executive Function Deficits

ADHD

All individuals with ADHD have executive functions deficits, but not all individuals with executive functions deficits have ADHD.

(McCloskey, G., Assessment and Intervention for Child and Adolescent Executive Function Difficulties, Cape Cod Institute, 2015)
Diagnosis and Classification

- Executive Function Deficit (or Executive Dysfunction) is not a category specified in IDEA, but it can be subsumed under Other Health Impaired.

- Some clinicians prefer to think about Executive Dysfunction as a Learning Disability. While this may help to get services for a child, it tends to obscure the true nature of EF difficulties.
EF Skills

• Planning
• Organizing
• Strategizing
• Sustaining attention
• Remembering details

• Managing time and space
• Regulating thoughts and actions
Executive Function Challenges

- **Action**: Monitoring and self-regulating actions
- **Activation**: Organizing, prioritizing and activating to work
- **Memory**: Utilizing working memory and accessing recall
- **Focus**: Focusing, sustaining and shifting attention to tasks
- **Emotion**: Managing frustrations and modulating emotions
- **Effort**: Regulating alertness, sustained effort and speed

Dr. Thomas Brown
How Does EF Affect Learning?

- Making, recalling, & recording plans & assignments
- Staying focused in class
- Sustaining mental stamina
- Keeping materials organized
- Showing up to class or appointments on time
- Multi-tasking
- Turning in assignments
- Pairing past and new knowledge
- Reflecting on work
- Finishing work on time
- Thinking through problems
- Waiting to speak until called on
- Pursuing help
- Estimating time to complete task

I must have no homework... if there is nothing written in my planner!
Factors Influencing EF

- Sleep deprivation
- Daily stressors
- Anxiety
- Depression
- ADHD
- Learning differences
Executive Functions Interventions

For intervention purposes, it is best to assume that EF deficiencies are the result of disuse through nonconscious choice.

The general intervention goal then becomes education to make the child conscious of the EFs needed and how to engage them.

(McCloskey, G., Assessment and Intervention for Child and Adolescent Executive Function Difficulties, Cape Cod Institute, 2015)
Key Concept

Improving students’ executive functions starts with increased awareness and goal setting and progresses from external control to internal self-regulation.
Boosting EF

- Students can benefit from strategies to strengthen its development
- Establishing consistency in daily tasks and developing routines help strengthens planning and organization
- Strong parental role modeling of good EF habits
- Student practice through success and failures

(Dawson, P., & Guare, R., 2012)
Good News!

- Every intervention starts with an infinitely small step toward positive growth.
- Each successive step doubles in impact.
- Response to intervention therefore may not be noticeable until long after the intervention has started.
- Once positive change is detectable, it seems to increase dramatically in a short period of time.
Regina Caritas Program Overview

- Tier 2 Intervention in the Response to Intervention (RTI) approach
- Student enrollment: 31
- 7 periods per day with 5 teachers comprised of Student Success Caritas Team
- Program influences: Rush Neurobehavioral Center, George McCloskey, Ph.D. of the Cape Cod Institute, consultation with Chicago-area Catholic school educators, Loyola University, Aspire
- Consultations with Catholic institutions regarding program development
- Ongoing professional development
Screening and Data Collection at the Secondary Level

- Academically at-risk students given prior academic achievement
- Diverse learners with learning needs that require sustained intervention as indicated by an IEP, ICEP, 504 Plan, service plan, and psychoeducational evaluations
- Students who have not met performance benchmarks on grade-level state assessments
- Student academic record review and examination of discipline records
- Consultation and referrals from grade school resource teachers
Caritas Program Components

- Structured and guided study period for diverse learners
- Executive functioning skill building
- Resource teacher tutorial support
- Weekly monitoring of academic progress through grade check-ins
- NHS peer tutor support
• Parent/teacher/counselor communication
  • Development of self-advocacy skills
  • Accommodations and interventions
    • Student accountability
    • Reading strategy interventions
  • Program development
  • Assessment of interventions
  • Intervention and referral form
Structured and Guided Study Period

- Brain Teaser
- Executive Function (EF) skill building activity
- Assignment notebook and materials check with all assignments prioritized
- Guided homework time with evidence of completed tasks
- One-on-one tutorial instruction
- Reading strategy interventions
- Daily sticker reward leading to monthly incentives
Executive Function Skills Developed in Caritas

1. Growth Mindset (Flexible Thinking)
2. Task Initiation and Organization
3. Study Skills
4. Working Memory
5. Self-Monitoring
6. Persistence/Motivation/Building Academic Grit and Self-Advocacy/Effort
7. Planning and Prioritizing / Decision-Making / Time Management
8. Impulse Control and Emotional Control (Dawson & Guare, 2010)
Strategies for Improving Executive Functions Used in Caritas

- **Time Management**: Use of time tracker chart and identification of top 5 “time wasters”
- **Self Monitoring**: On Task Behavior Tracker with pictures and Student Behavior Rating Scale
- **Academic Grit**: Motivational videos and identifying SMART goals
- **Study Skills**: Writing study plans for large assessments and practicing task analysis for large, long term projects
Caritas PBIS Sticker Sheet

Caritas Program Study Period
Recognition is earned for completing each of the following:

1. Organized homework planner
2. Brought materials to complete work
3. Class Participation
   - Brain Teaser
   - Skill Building
   - Homework Time (evidence of completion of work)

4. Cannot have any Ds or Fs at the time of Treat Day

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# Student Monitoring and Student Accountability

## Caritas Fourth Quarter Grade Tracker

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# Friday Student-Teacher Check-In Form

## Weekly Progress Report

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<th>MISSING ASSIGNMENTS</th>
<th># OF TIMES STUDENT HAS MET WITH TEACHER ONE TO ONE</th>
<th>STUDENT STRENGTHS</th>
<th>RECOMMENDATIONS AND/OR REQUIREMENTS FOR PASSING GRADE</th>
<th>TEACHER'S COMMENTS &amp; SIGNATURE</th>
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# Daily Student-Teacher Check-In Form

Daily Check-in for ________________

Week of ______ - ______

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Comments:

Total HW: ______  
Total Part: ______  
Total Form Completion: ______
Caritas Program Weekly Progress Report

Week of: __________  Student: ____________________  Advisory: __________

1. Skill Building Activity
   - [ ] ________________________________
   - [ ] ________________________________

II. Self-Advocacy Assessment

   Student met with the following teacher(s) during the week:
   1. ________________________________
   2. ________________________________
   3. ________________________________

III. Student Strengths/Areas of Needed Improvement/Commentaries

   ________________________________
Caritas Activity 10/10/2016

- Brain Teaser: Video https://www.youtube.com/watch?v=WtKJrB5rOKs
- Planner Check-In
- 1:1 Tutorial Support
- Homework/Task Completion
- PBIS Sticker Sheet
Growth Mindset Lesson Plan

Introduction
Khan Academy and PERTS, Stanford University’s applied research center on academic mindsets, created this lesson together in order to provide a few activities to introduce students to the concept that intelligence can be developed. Feel free to adapt and edit these activities below to meet the needs of your classroom!

Objectives
By the end of this lesson, students will understand:

- Intelligence can be developed
- The brain is malleable
- Doing challenging work is the best way to make the brain stronger and smarter
What Kind of Mindset Do You Have?

**Growth Mindset**
I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

**Fixed Mindset**
I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by: Reid Wilson @wayfairingsoul. Image from: theousaproject.com
If you manage people or are a parent (which is a form of managing people), drop everything and read Mindset."
—Guy Kawasaki, author of The Art of the Start

mindset
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN LEARN TO FULFILL OUR POTENTIAL

*. parenting
*. business
*. school
*. relationships

CAROL S. DWIECK, Ph.D.
Teacher Feedback of Student Achievement from 2015-2016 Caritas Program

I feel like this student has made academic progress in my class as a result of being involved in the Caritas Program.

(69 responses)

- Strongly agree: this student has made strong academic progress as a result of Caritas.
- Agree: this student has made academic progress as a result of Caritas.
- Disagree: this student has not made any academic progress as a result of Caritas.
- Strongly disagree: this student has declined in academic progress as a result of Caritas.

Overall, 84.5% of students showed academic progress.
Key Concept

Intervention efforts require a therapeutic perspective that emphasizes a Growth Mindset over a Fixed Mindset and a patient belief in the idea that EF difficulties “won’t last forever; but probably longer than you would like.”

(McCloskey, G., Assessment and Intervention for Child and Adolescent Executive Function Difficulties, Cape Cod Institute, 2015)
Key Concept

Teachers can implement specific techniques to reduce the likelihood of executive functions difficulties affecting assessment of academic production.
Key Concept

Alternately, teachers can take on the challenge of teaching students how to adjust to increased demands for the use of executive functions in assessment situations.
Executive Functions Interventions

Computer-based technologies are beginning to show promise as techniques for improving students’ capacities for executive functions use.
Technology for EF Interventions

1. **Due**
   a. App that notifies you with different sounds when tasks are due or when calendar items come up.
   b. Two major components that would seem helpful for students
      i. Countdown timer to help students stay on task and complete things in a set time.
      ii. Variety of different alert sounds that you can tailor for different activities
Chapter 10: Interventions for Students with Executive Skills and Executive Functions Difficulties

George McCloskey
Caitlin Gilmartin
Betti Stanco
Key Concept

Cognitive Strategy Instruction is an evidence-based methodology that improves students’ use of executive functions to improve academic production.
Evidence Based Intervention: Cognitive Strategy Instruction

Cognitive Strategy Instruction (CSI) emphasizes the development of thinking skills to increase learning and production. CSIs help students to become more strategic, self-reliant, flexible, and productive in their learning endeavors (Scheid, 1993). Use of these strategies have been associated with increased academic production (Borkowski, Carr, & Pressley, 1987; Garner, 1990).
Bridging Strategies

- Practice and rehearsal is the single best way to increase engagement and efficiency of the use of executive functions.

- Use game formats and game strategies to practice the use of executive functions.
Bridging Strategies

Provide immediate and frequent feedback about the effectiveness of attempts to engage self-regulation executive functions. Providing individuals with feedback about their performance enables them to engage executive capacities more effectively to learn from their mistakes and improve future performance.
Key Concept: Assessing EF Skills

When thinking about how to assess executive functions, it is helpful to think about best practices in assessing for ADHD (and beyond).
Essentials of Executive Functions Assessment

- Complete coverage of administration, scoring, interpretation, and reporting
- Expert advice on avoiding common pitfalls
- Conveniently formatted for rapid reference

George McCloskey
Lisa A. Perkins

Alan S. Kaufman & Nadeen L. Kaufman, Series Editors
Tier 2 Program Monitoring

• **Frequent** student evaluations on executive function skills indicate efficacy of interventions and identify differences between groups- do the intervention strategies support their learning needs?

• Evaluations show outcomes of student learning, provide information on how to best change instruction as needed
Key Concept

Assessment of the use or disuse of Executive Functions hinges on careful observation of behavior.
Next Steps

• Increased number of students in program
• Continued educator growth and program planning via professional development
• Increase in student assessment to ensure that program is data-driven with evidence-based interventions
• Increase progress monitoring per quarter
• Development of continuous improvement plan
• Emphasis on targeting literacy instruction (e.g. cognitive and learning strategies, comprehension skills)
• Additional component: Research-based reading strategies: phonemic awareness, fluency, vocabulary, and comprehension
Practical Strategies for Developing Your Own Program
Q & A Session
For additional information please contact:

Dr. Patricia Caine
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CARITAS PROGRAM

REGINA DOMINICAN
Inspiring Global Leadership
Appendix

Patricia Caine, Director of Student Services
Kelly Block, Lead Caritas Teacher and Latin Teacher

pcaine@rdhs.org
kblock@rdhs.org
Feedback About Accuracy

When providing feedback, be sure to emphasize the importance of effort; make sure the individual realizes that self-regulation is not simply something you have or don’t have – it can be increased by applying techniques and strategies; the more effort placed into applying the techniques, the more likely the improvements.
STOP SAYING "YOU ARE SO SMART"
AND START SAYING...

1. You tried really hard on that.
2. You never gave up, even when it was hard.
3. You have such a positive attitude.
4. You have really improved on __________.
5. What a creative solution to that problem!
6. You work very well with your classmates.
7. What a great friend you are!
8. I love how you took ownership of that!
9. That was a very responsible thing you did.
10. I like the way you are doing ____________.
11. I admire the way you ____________.
12. You really handled that situation well because ____________.
13. It was brave of you to ____________.
14. I love that you are always prepared for class.
15. You did a great job of helping ____________ with her assignment.
16. You have taken great care of your desk/locker/book.
17. You remembered to bring ____________ to class! Great job!
18. I know I can trust you because ____________.
19. I can tell you studied very hard.
20. I appreciate how helpful you were when you ____________.
21. You did a great job of participating today!
22. I could tell you worked well with your group because ____________.
23. It is so nice that you value other people’s opinions.
24. I can tell you tried your very best because ____________.
25. You really encouraged your classmates today when you ____________.
26. What a creative way to solve that problem!
27. You are not afraid of a challenge! I like that!
28. You thought of that all by yourself!
29. You remembered to ____________ (specific skill)! Great thinking!
30. I am so proud that you made that choice.
Executive Functions Interventions

Rueven Feuerstein’s approach to improving cognitive functioning through instrumental enrichment, mediated learning and dynamic assessment, all focused on increasing self-regulation through increased self-awareness and strategy use.
Technology for EF Intervention

2. **MotivAider**
Based on cognitive behavior therapy, i.e. you identify a behavior you want to change and it helps you work to change the behavior. Notes below:

a. “MotivAider is the mobile version of an electronic device developed to help people change their behavior on their own. The app keeps you focused on whatever change you decide to make so it doesn’t get lost in the business of your daily life.”

b. “The app is very easy to use. You just choose the behavior change you want to make, select a cue that helps you remember to use the desired behavior, then choose the type of prompt you want and how often you want to be prompted. It is that simple.”
Technology for EF Intervention

3. **Priority Max**
   a. App that helps students learn how to prioritize
   b. Crucial for students who struggle with the Executive Functioning skill of prioritizing.
   c. Free
   d. Helps students prioritize tasks with color coding by due date and immediate need vs. a task that is not as important.
   e. “It’s easy to see which tasks you need to work on now without getting sidelined by less urgent items.”
Technology for EF Intervention

4. Freedom:
   a. Blocks any website for sessions of 45 minutes up to 8 hours.

5. 30/30:
   a. Create tasks and set the time you need to complete them.
Technology for Reading Intervention

Reading Comprehension at the Paragraph Level: Practice reading for comprehension
Technology for Reading Intervention

- Enchanted Dictionary: Improve General and Academic vocabulary across content areas
Technology for Reading Intervention

• **Compare a Twist**: Use compare and contrast practice to improve reading fluency and comprehension
Technology for Reading Intervention

- Reading Trainer: Twelve exercises to improve reading speed and retention
Evidence Based Intervention: Cognitive Strategy Instruction

Drive to Thrive and BrainCogs both address five general areas of self-regulation:

- Goal Setting, Planning and Prioritizing
- Organizing
- Remembering
- Shifting and Flexible Problem-Solving
- Self-Monitoring and Self-Checking
Evidence Based Intervention: Cognitive Strategy Instruction

CSI techniques employ metacognition and focus on modeling and teaching students strategies for completing tasks and routines and then modeling and teaching methods for self-cueing the use of the strategies.
Indirect/Direct Informal EF Assessment

- Interviews
- Records reviews
- Process-oriented analysis of rating scale items (parent, teacher, self, adult informant)
- Student interview
- Behavior observations
- Consultation with grade school resource teachers
Strategies for Improving Assessment Methods

1) Offer bonus points for handing in homework and assignments on time instead of taking points away

2) Point out minor errors and offer students a chance to correct them before assigning a grade
Strategies for Improving Assessment Methods

3) Offer feedback and opportunities to revise writing assignments before grading them

4) Offer students choices for ways to demonstrate content knowledge
Strategies for Improving Assessment Methods

5) Offer credit for all efforts to correct work; offer opportunities to retake failed tests

6) Deduct no more than 5-10% of total points for minor detail errors
EF and Clinical Diagnoses

- Most of the clinical conditions described in the DSM-V reflect some form of Executive Dysfunction
- The DSM-V can be thought of as “A User’s Guide to All the Things That Can Go Wrong With the Frontal Lobes”
Indirect Formal EF Assessment

• McCloskey Executive Function Scales (assess 33 self-regulation EFs)
• Behavior Rating Inventory of Executive Functions (BRIEF)
• BDEFS-CA (Barkley Deficits in Executive Functioning Scale; 2012)
• CEFI (Comprehensive Executive Functions Inventory; 2013)
Self-Advocacy: the student’s ability to meet with teachers to discuss parts of the curriculum they do not understand yet. This does not look like the student saying simply "I don't get it," but instead being able to vocalize in professional language what specific concepts she does not understand.

(69 responses)

Overall, 78.2% of students showed progress in Self-Advocacy
Teacher Feedback of Student Achievement from 2015-2016 Caritas Program

I have found that this student completes and turns in homework assignments on time and done well.
(68 responses)

Overall, 76.5% of students improved homework completion
The Executive Functioning Workbook for Teens

An Instant Help Book for Teens

Help for Unprepared, Late & Scattered Teens

* Plan and organize
* Learn to stay focused
* Finish tasks and reach goals

Sharon A. Hansen, MSE, NBCT

Executive Skills in Children and Adolescents

A Practical Guide to Assessment and Intervention

Second Edition

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- Pay attention
- Get organized
- Resist peer pressure
- Follow through
- Manage a schedule
- Plan ahead

Richard Guare, PhD, Peg Dawson, EdD, and Collin Guare
Resources for Educators and Parents
Executive Functions: A General Overview for Parents and Teachers
Prepared by
George McCloskey, Ph.D.
Philadelphia College of Osteopathic Medicine

Executive Functions: A General Overview
The term Executive Functions refers to a diverse group of cognitive processes that act in a coordinated way to direct perception, emotion, thought and action. While the mainstream literature refers to executive functions as the “CEO” of the brain, studies of brain functioning suggest that executive functions are not a unitary trait, but a set of multiple cognitive capacities that act in a coordinated way. Executive functions are responsible for a person’s ability to engage in purposeful, organized, strategic, self-regulated, goal-directed behavior. As a collection of directive processes, Executive Functions use the use of other cognitive capacities including reasoning, language, visual and spatial, and memory capacities. Executive Functions are involved in the monitoring and controlling of ongoing and directing all of the following:

- Inhibiting reflexive, impulsive responding.
- Stopping, or interrupting, and returning to, an ongoing activity.
- Directing and focusing attentional processes, screening out interference and distractions.
- Cuing the initiation of effort and judgments about the amount of effort required to complete a task, and how much a sufficient amount of effort to effectively complete the task.
- Demonstrating flexibility to consider the need for changes and the capacity for shifting of cognitive resources to focus on new demands or to respond to new conditions or new information.
- Directing the efficient use of, and alternation between, pattern and detail processing.
- Monitoring and regulating speed of information processing, finding the right combination of speed and accuracy for optimal performance of an activity.
- Monitoring and correcting task performance for accuracy and efficiency.
- Overseeing the selection of verbal-verbal and abstract-concrete information processing mechanisms.
- Directing motor output, altering performance based on feedback.
- Directing the efficient use of fluid reasoning resources.
- Directing the use of working memory resources – that is, directing the ability to hold and mentally manipulate information.
- Directing the efficient and fluent production of language when highly specific production demands are made.
- Directing the integration of multiple abilities to produce oral or written responses or products that reflect the level of capacity of the component abilities involved.
- Directing the efficient placement of information in long-term storage.
- Directing the retrieval of information from long-term storage.
- Regulating social behavior.
- Regulating emotional control.
- Enabling self-observation and self-analysis.
- Making use of hindsight and foresight in the direction of current processing.
- Enabling the capacity to “take the perspective of the other” in order to infer how someone