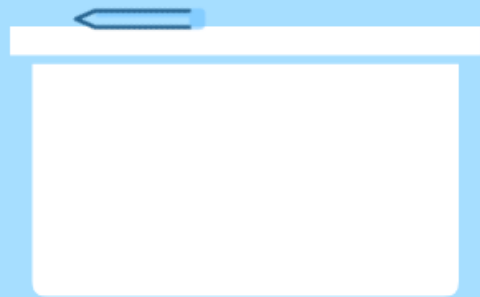


Supports for Executive Function

by

Successful Solutions Training in
Child Development





**Maintain routines
and transitions**



**Post
schedules
and events**

**Organize
items by
color**

**Lessen
distractions as
much as
possible**

**Provide picture
schedules and
checklists**

**Keep supplies
easy to access
and put away**

**Use visual
reminders**

**Allow use of
speech to text or
text to speech
software**

**Create
functional
seating for kids
to move around
while working**

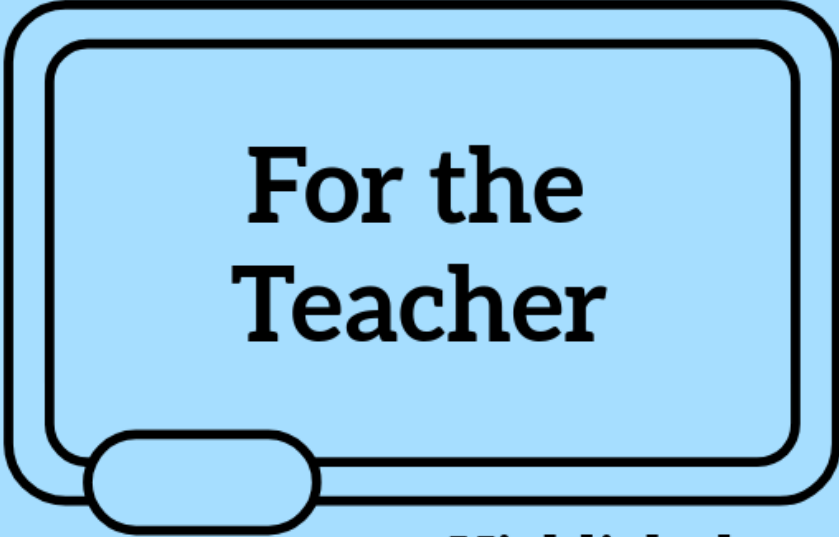


Explain why certain things are important

Give kids opportunities for active time

Assess based on work completed, not full tasks

Give directions one step at a time



For the Teacher

Highlight key words

Allow for multiple ways to answer questions or complete work

Check in often

Give verbal directions in addition to print directions



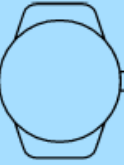


Set a timer



Set realistic time limits for portions of tasks

Create checklists that break down large tasks into smaller chunks



Teach management of materials and supplies to help save time



Reference time often



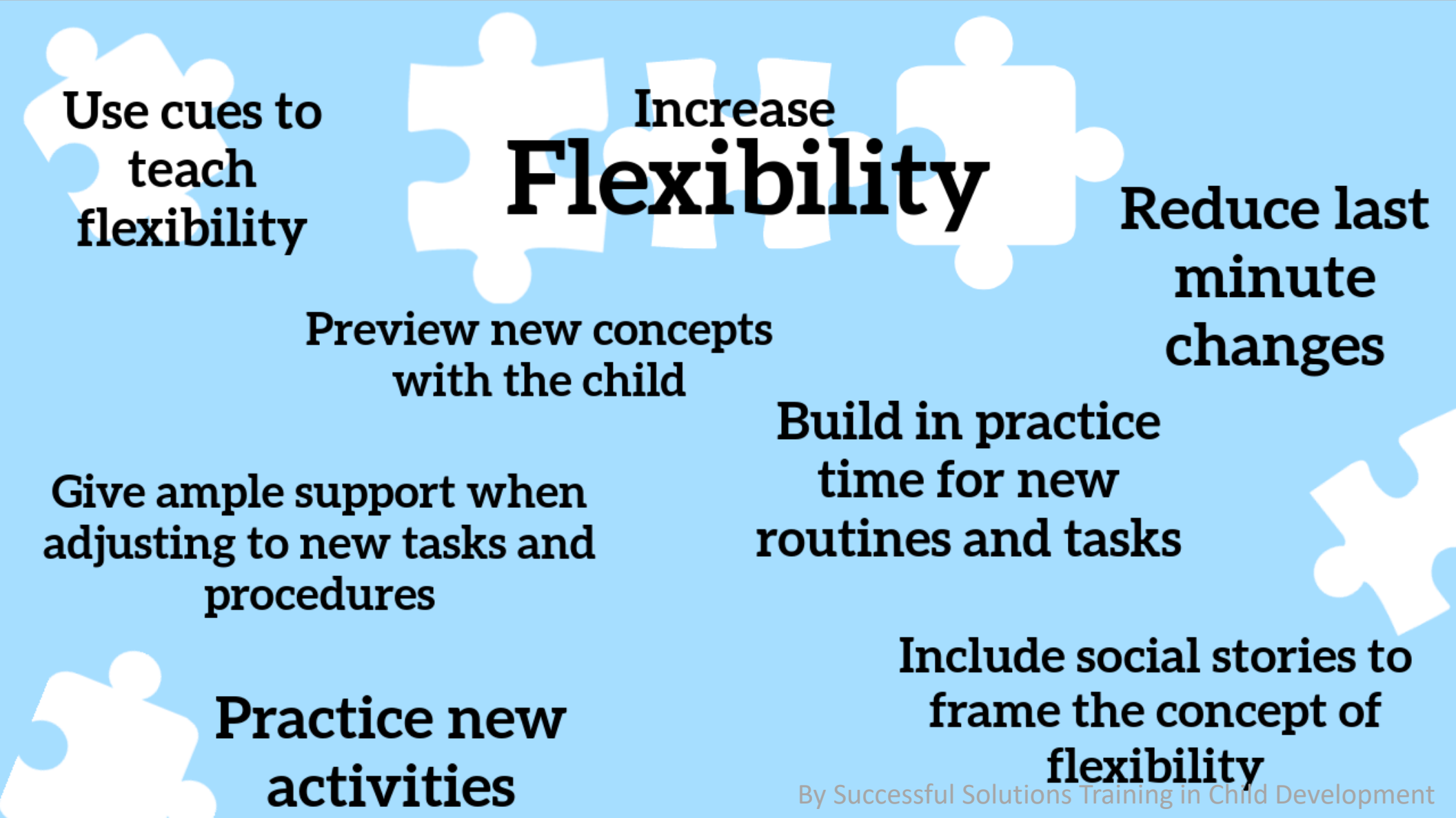
Create a schedule to follow

Use daily to-do lists where items are checked off when done



Provide ample warning before transitions





**Use cues to
teach
flexibility**

Increase
Flexibility

**Reduce last
minute
changes**

**Preview new concepts
with the child**

**Build in practice
time for new
routines and tasks**

**Give ample support when
adjusting to new tasks and
procedures**

**Include social stories to
frame the concept of
flexibility**

**Practice new
activities**



Behavior

Always consider appropriate developmental levels and redirection approaches

Use observational data to record behaviors and to set goals for improvement

Talk about behaviors positively

Help the child use visualization to manage behaviors

Explain behavior plans in simple terms, breaking it down into easily visualized pieces

Include families and children in making plans for behavior modifications

References

McCarthy (2013). Executive Functioning: Concepts, educational impact, and intervention strategies. Retrieved from <https://www.greenwichschools.org/>

Diamond, Lee (2011). Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old. *Science Magazine*, Vol. 333, Issue 6045, pp. 959-964. Retrieved from <https://science.sciencemag.org/content/333/6045/959>