



Executive Function Webcast Series 2



What is Executive Function?



Inspiring Change for People
with Disabilities

About OCALI












Vision - Why We Do What We Do
People with disabilities have the opportunity to live their best lives.


Mission - What We Do
OCALI inspires change and promotes access to opportunities for people with disabilities.

Action - How We Do What We Do
OCALI informs public policy and develops and deploys practices grounded in linking research to real life.



OCALI Centers

-  **Autism Center**
-  **Lifespan Transitions Center**
-  **THE OUTREACH CENTER**
for Deafness and Blindness
-  **Center for the Young Child**
-  **Teaching Diverse Learners Center**
-  **Assistive Technology & Accessible Educational Materials Center**
-  **Family Center**
-  **Universal Design for Learning Center**
-  **ASD STRATEGIES IN ACTION**
autism certification center
-  **OCALICON**
-  **LENDING LIBRARY**



State Support Team 8

- State Support Team 8 provides professional development opportunities, networks, and technical assistance for districts and community schools in Summit, Portage, and Medina counties in Ohio
- Services focus on:
 - Early learning and school readiness
 - Systemic school improvement using Ohio Improvement Process
 - Inclusive instructional practices
 - Multi-tiered systems of support including Response to Intervention and Positive Behavior Interventions and Supports
 - Special Education



Executive Function

- The **mental processes** that enable us to **plan, focus attention, remember instructions**, and **juggle multiple tasks successfully** (Center on the Developing Child Harvard University, 2017)
- Allow us to **organize our behavior** over time and to **delay immediate demands** in favor of longer-term goals (Dawson & Guare, 2009)



AKA: Also Known As

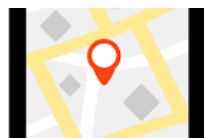
CEO and Management Structure of the Brain



Conductor and Section Leaders of the Brain



GPS of the Brain



Administrative Assistant Team of the Brain



In Brief: Executive Function Video

Video is [available on YouTube](#)

(https://www.youtube.com/watch?v=efCq_vHUMqs)



Emotional Control

- **Definition:** regulate your emotions given the environment, people involved, and the situation
- **Signs of Difficulty:** easily upset or excited, over reacts, frequent mood changes



Inhibitory Control

- **Definition:** delays certain activities or response for sake of others
- **Signs of Difficulty:** distractible or impulsive, cannot delay gratification



Goal Setting/Planning

- **Definition:** setting goals and identifying steps to take
- **Signs of Difficulty:** set unrealistic goals, starts work at last minute, fails to anticipate consequences



Organization

- **Definition:** establishing order in a place or activity
- **Signs of Difficulty:** scattered, disorganized approach to solving problems and materials



Initiation

- **Definition:** begin a task or activity
- **Signs of Difficulty:** trouble getting started, may appear defiant



Working Memory

- **Definition:** holding information in mind while performing other tasks
- **Signs of Difficulty:** forgets assignments, materials, classroom procedures, remembers only part of directions



Shift/Mental Flexibility

- **Definition:** smoothly transitioning from one task to another
- **Signs of Difficulty:** difficulty coping with changes in routine, thinking "outside of the box"



Self-Monitoring

- **Definition:** assessing progress toward goal or effect on others
- **Signs of Difficulty:** doesn't notice how others react to behavior, asks for help rather than trying first, avoids problem-solving games



Self-Management

- **Definition:** taking responsibility for your own behavior, actions and well-being
 - Self-regulation
 - Sensory regulation
 - Social competence
 - Impulse control
- **EFs Manifested:** emotional control, inhibitory control, initiating, shifting, self-monitoring



Time Management

- **Definition:** ability to use time effectively and productively
 - Understand the abstract concept of time
 - Chunk routines/projects into pieces and know how long each piece will take
 - Know when to start, how long to work, when to stop
- **EFs Manifested:** goal setting, planning, initiating, working memory, shifting, self-monitoring



Materials Management

- **Definition:** ability to manage the “stuff” of school and home
 - Having the right materials at the right time
 - Knowing everything has a place
 - Remembering to keep things in their place
- **EFs Manifested:** organizing, initiating, working memory, shifting, self-monitoring



Information Management

- **Definition:** ability to acquire, retain, and use information
 - Can take notes
 - Can organize facts, information
- **EFs Manifested:** goal setting, organizing, initiating, working memory, shift, self-monitoring



Thank You

visit us at
www.ocali.org
www.sst8.org