OCALI · State Support Team 8

Executive Function Webcast Series 4

Executive Function:
How Do We Know
What to Do?

OCALI
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.

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OCALI Centers

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

OCALICON

LENDING LIBRARY

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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

Can't Do or Won't Do?

Missing Skill vs.
Purposeful Behavior:
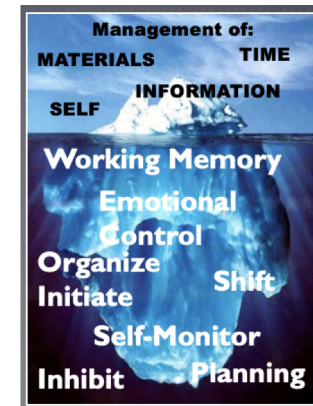
Look through the lens
of Missing Skill

Harvard Center on the Developmental Center

"Adverse environments resulting from neglect, abuse, and/or violence may expose children to toxic stress, which disrupts brain architecture and impairs the development of executive function."

What's Below the Surface?

Management of:
MATERIALS   TIME
          INFORMATION
SELF
Working Memory
Emotional
Control
Organize   Shift
Initiate
Self-Monitor
Inhibit   Planning

Assessment

Assessment Approach	Informal Method	Formal Method
Indirect	• Interviews of parents and teachers • Review of school records • Process-oriented interpretation of parent and teacher ratings and self-reports	• Parent behavior ratings • Teacher behavior ratings • Self-report ratings
Direct	• Child interview • Systematic and nonsystematic behavioral observations • Process-oriented interpretation of Standardized test • Administration and classroom work samples	• Individually administered standardized tests

School Age Formal Assessments

Assessment	Type	Ages
BRIEF (Behavior Rating Inventory of Executive Function)	Questionnaire and rating scale for parents and teachers	Ages 5-18
CBCL (Child Behavior Checklist)	Teacher report form	Ages 6-18
BASC (Behavior Assessment System for Children)	Teacher, parent, child (self)	Ages 6-11
CEFI (Comprehensive Executive Function Inventory)	Psychologist, counselor	Ages 5-18

Preschool Age Formal Assessments

Assessment	Type	Ages
BRIEF-P (Behavior Rating Inventory of Executive Function Preschool)	Questionnaire and rating scale for parents and teachers	Ages 2-5:11
CBCL (Child Behavior Checklist)	Teacher report form	Ages 1 ½-5
BASC (Behavior Assessment System for Children)	Teacher, parent, child (self)	Ages 2-5
TRAILS-P	Psychologist	Ages 2-6

Informal Assessments

• Observations
• Work samples
• Informal questionnaires and interviews
• Assessment rubric

The Individual Should Have a Role in Monitoring Part 1

- Increase awareness of their executive function challenges
- Take ownership of the strategy

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The Individual Should Have a Role in Monitoring Part 2

- Research shows they will have higher gains
- Include EF needs in the goals on the individual's education plan

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Thank You

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