



# Executive Function Webcast Series 4



Executive Function:  
How Do We Know  
What to Do?




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

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



## 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

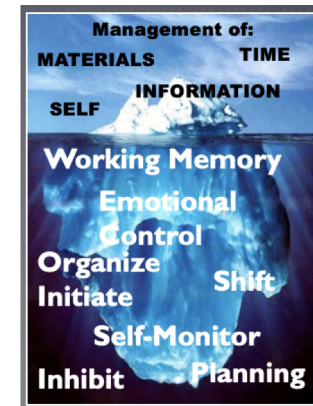


## Harvard Center on the Developmental Center

“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?



### Assessment

Assessment Approach	Informal Method	Formal Method
Indirect	<ul style="list-style-type: none"> <li>• Interviews of parents and teachers</li> <li>• Review of school records</li> <li>• Process-oriented interpretation of parent and teacher ratings and self-reports</li> </ul>	<ul style="list-style-type: none"> <li>• Parent behavior ratings</li> <li>• Teacher behavior ratings</li> <li>• Self-report ratings</li> </ul>
Direct	<ul style="list-style-type: none"> <li>• Child interview</li> <li>• Systematic and nonsystematic behavioral observations</li> <li>• Process-oriented interpretation of Standardized test</li> <li>• Administration and classroom work samples</li> </ul>	<ul style="list-style-type: none"> <li>• Individually administered standardized tests</li> </ul>

### 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



### Assessment Rubric Example (from Dawson & Guare, 2009)

Criteria	Expert (4)	Advanced (3)	Developing (2)	Novice (1)
Materials	Brings all necessary materials to class on a daily basis plus additional learning aids	Often brings all necessary materials to class	Materials are sometimes missing. Occasionally asks to go to locker to retrieve materials	Materials are frequently missing. Must ask to borrow writing utensils, paper, or copies of handouts, or go to locker to retrieve materials
Organization	Materials are complete, neatly organized, well maintained, and modified to assist in learning	Materials are complete, neatly organized, and well maintained	Materials are complete but not neatly organized or well maintained	Materials are incomplete or disorganized

### Informal Observation and Interview Ideas\*

#### Observation

- Problem solving strategies
- Material readiness
- Switches from one task to another task
- Ability to plan

#### Interview

- Recognizes other students' feelings
- Monitoring progress and self-correction
- Ability to listen and glean needed information

\* Source: <https://www.brainline.org/article/school-based-assessment-executive-functions>



### Informal Observation and Interview Ideas

#### Executive Function Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention

by Dawson and Guare

“The objective [to interviews and observations] is to complete a mini-functional assessment to determine

- (1) Specific behaviors that demonstrate strong [and] weak executive skills;
- (2) Circumstances [like] people, places, [and] times, under which the problems are most [or] least likely to occur;
- (3) Previous successful [and] unsuccessful interventions; and
- (4) Capacity [and] receptivity of the people and/or environment to change”



### How Do I Use the Assessment Information?

- Look for common strengths and challenges across assessments
- Identify strategies to support challenges
- Build needs into goals on education plan



## The Individual Should Have a Role in Monitoring Part 1

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



## 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



**Thank You**

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[www.sst8.org](http://www.sst8.org)