

<http://www.youtube.com/watch?v=x7h11COAhtE> Good overview even though it's directed towards parents and is Erica Warren's business. As you watch, imagine your parents or teachers talking.

Notes for you gleaned from Erica Warren's ppt since it's 8 non-stop minutes

What is Executive Functioning?

- The command and control center of the brain
- The conductor of cognitive skills (cognitive skills connect learned experiences with present activities)
- It encodes, retrieves, and manipulates information

As you can imagine, this needs to become automatic...somewhat like breathing...that's why we are learning and practicing our executive functioning skills.

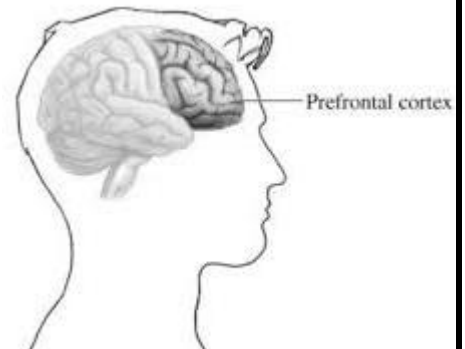
We are using Executive Functioning when we:

- ✓ plan, organize, strategize
- ✓ sustain attention, remember details
- ✓ manage time and space
- ✓ regulate thoughts and actions



How does Executive Functioning affect learning?

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



Just imagine how powerful your life would be if these things became as automatic as breathing!

How can this happen?



- We all have preferences on how to do all this, and we must know our learning **styles (we'll find all this out in future lessons)**
 - Several organization strategies are available (time charts, sequence and priority lists such as "to do" lists, FROG and ABCDE, Stephen Covey's quadrants) and you need to find and use what works for you. **I love the PK planner/calendar and to do lists. You must use something. If you think you can remember all you need to know and do you just aren't doing enough.**
 - Create clear schedules with clear goals and expectations
 - Learn how to organize, manage time and plan
 - Prioritize tasks
 - Be consistent, plan a routine
 - Organize space and materials and de-clutter and update your space and materials weekly **(we'll have an activity on this very soon)**
 - Take control. Just do it! Set limits, create rules, be accountable, minimize distractions, give yourself rewards.
 - Be positive but don't ignore problems.
 - Monitor your progress. This helps develop good work ethic **(that's why we do feedback charts and notebooks)**
- I love this idea, and it might be a good way to get teacher and parent feedback.
Create a wish list:

I wish _____	would _____
I wish _____	would _____
I wish _____	would _____
I wish _____	would _____
I wish _____	would _____
I wish _____	would _____

Define your goals and rewards

- Identify problem
- Define goals
- Define motivating rewards
- Reward with points **(that's basically our grading system in this class)**
- About 5 goals are a good number to focus on
- Know your responsibilities and any other's responsibilities in relation to your goals
- Tweak the system as needed
- Play brain games **(the link to Games for the Brain on the harrellland website homepage has some fun and creative things on it)**

