**Executive Functioning Profile and Supports**

Student/s\_\_\_\_\_Gabriel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **What Needs Taught Explicitly (Missing Skills)** | **Strategies****(Including environmental changes)** | **Tools/Supports** | **Plan of Action Including Incentives** |
| **Self Management** | * Ability to sit for more than 10 minutes
* Knowing what to pay attention to; what’s important
* How to deal with being set off by other students (sometimes purposefully instigated)
 | * Movement breaks
* Alternate seating
* Visual directions
* Countdowns or use of timers for transition
* Social competence skills
* Emotional regulation skills
 | * Seat in back of room so he can get up and walk as needed
* Chair that provides some rocking movement
* Written directions for each part of the lesson
* Social Narratives
* Incredible 5-Point Scale
 | * Teach staff about sensory/social needs and tools
* Locate chair
* Develop examples of written directions to share with all staff
* Work with IS/SLP to develop social narratives and Scale
* Weekly Check-in for points to earn playing basketball in gym
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| **Time Management** | * How to finish work that isn’t done during class
* How to make own timeline for long term assignments
 | * Homework list/reminders
* Timers
* Pacing: Breakdown of tasks for long term assignments including a timeline
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| **Information Management** | * How to get started on work especially after a transition
* How to remember what to do next
* How to take notes on relevant information
 | * Timers
* Daily directions list
* How to ask for help
* How to choose best type of notes for task
* How to identify key points
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| **Materials Management** | * How to keep materials in correct folders for each class
* Turning in homework (loses it)
 | * Reminders at end of class for materials
* Reminders at home for materials/homework
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