**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 |
| **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 |  |  |
| **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 |  |  |
| **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 |  |  |