

Executive Function Webcast Series 6

## How to Address Executive Function Skills at the Tier 1 Core Instruction Level

 



### 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

 Autism Center	 Lifespan Transitions Center	 THE OUTREACH CENTER for Deafness and Blindness
 Center for the Young Child	 Teaching Diverse Learners Center	 Assistive Technology & Accessible Educational Materials Center
 Family and Community Outreach Center	 Universal Design for Learning Center	 ASD STRATEGIES IN ACTION autism certification center
 OFFICE OF POLICY	 OCALICON	 LENDING LIBRARY

 

## 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



## How to Teach at the Whole Classroom Level

- Modify the environment
- Change the nature of the task
- Change the way adults interact with students, especially by providing cues and incentives



## The Environment

- How the classrooms are set up
- How tasks are designed
- How the adults interact with the students



## Remote Learning

- How you set up your virtual platform
- How you design and present learning and activities
- How the teacher interacts with the students



## Classroom Setup

- Arranging furniture in the way that allows for different types of learning and social interactions
- Posting classroom expectations
- A classroom schedule for the day or class period
- Picture or word directions and reminders for tasks
- Applicable academic posters with checklists and reminders for current skills being taught



## Remote Learning Setup

- Setting options that allow all students to be seen and heard
- Allow for some interaction
- Being sure to develop virtual classroom expectations with the students that can be referred back to or put in the chat box as a reminder when needed



**Differentiated instruction** applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas



**Universal Design for Learning** calls for the design of curricula with all students in mind, so that methods, materials, and assessments are usable by all



## Whole Class Task Development

- Breaking down long term assignments into small parts
- Offering several choices of assignments
  - Writing a paper
  - Building a model
  - Making a video about the topic



## Remote Classroom Task Development

- Have lessons available live
- In video format
- Posted on the classroom web platform
- Setting up conference calls or video sessions
- Use breakout rooms, with small groups to discuss progress on an assignment
- Offer options for completing a project same as you would in a brick and mortar classroom



## Elementary Example

- Introducing new information on the smartboard
- Using text, pictures and videos
- Large group, small group and pairing activities



## Question Asking

Rather than always giving a verbal prompt for an action we want from the whole class, teachers can prompt students to learn and use executive function skills more independently.



## Self-Management on the Playground

We've had some problems with fights and arguments on the playground. What are some ways you can handle this that solve the problem and keep kids out of trouble?



## Self-Management in the Classroom

A lot of you talk about how hard it is to stay focused on your classwork because of distractions. Let's make a list of distractions and then brainstorm ways to manage them better.



## Materials Management

What are some ways you could remember everything you have to gather to be ready for your online classes?



## Materials Management

"Uh oh! The video won't play! What are we going to do?"



## Materials Management Turning in Homework

Class, for the last 3 weeks you have been handing in 75% of homework assignments. If we can raise that percentage to 90% for the first 3 days this week, then Thursday will be a no-homework night.



## Time Management in a Remote Learning Classroom

The teacher wants to work on all students signing into math class on time with all their materials ready. She uses the classroom communication system to send a nightly reminder about what time class is starting and what materials will be used for that session.



## Self-Management Unkind Statement

Lately I've heard several students in the class say unkind things to their classmates. I'm going to start listening for cooperative and encouraging comments. When I hear someone say something positive, I'm going to put a chip in this jar. If the jar is full by Friday, we can have a popcorn party for the last half hour of the day.



## Time Management in a Remote Learning Classroom

She sets up an incentive that when everyone arrives on time with needed materials, they get the choice of odd or even only problems or an online dance party for the last 3 minutes of class.



**Thank You**

visit us at  
[www.ocali.org](http://www.ocali.org)  
[www.sst8.org](http://www.sst8.org)