

Executive Function Worksheet

Find your child's EF challenges and check off the interventions that have been effective (or you think may be effective). Talk them over with his teacher(s).

PERFORMANCE CHALLENGES RELATED TO ADHD & EFD

Getting started and finishing classwork

- Use reminders: visual (Post-it note, timer) or aural (alarm, adult prompt).
- Give a private signal as a reminder; pull your ear.
- Student selects nearby student to tap his arm as a reminder.

Remembering, completing, and submitting assignments

- Use **remind.com** software to notify student and parent of assignments.
- Appoint "row captains" to check to see that homework assignments are written down and later submitted.
- Let student take a picture of the posted assignment on his cell phone.

Losing homework

- Notify parents of missing assignments.
- Parents should keep all finished papers, review with child, and submit missing work.

Following directions

- State directions clearly: Step 1, do all odd problems. Step 2,....
- Post directions on board or give written copies to students.

Getting organized

- Walk all students step-by-step through organizing their notebooks, and check them regularly.
- Ask another student to help him organize his notebook.
- Parent/tutor reviews student's notebook weekly and helps with organization.

No sense of time (late)

- Have student set watch or cell phone alarm to keep up with time.
- Parents review how much time is needed for driving, parking, visiting the locker, and talking with friends. Leave early enough to get to school on time.

Changing activities or classes

- Give a warning, "Finish up. In five minutes

you need to start work on your math assignment/leave for lunch, PE, or art."

Planning ahead

- List step-by-step requirements, divided into segments with separate due dates.
- Notify parents/students of pending separate due dates.

Controlling emotions, acting impulsively, talking a lot, or daydreaming

- Medication is most helpful when a child talks a lot, daydreams, blurts out, or interrupts.
- Take a photo of the child raising her hand; tape it to her desk as a visual reminder.
- Give opportunities to talk more: read the morning bulletin, read stories to younger children.

COMMON ACADEMIC CHALLENGES

Slow processing speed (slow reading, writing, responding to questions, and taking longer to complete tests and homework)

- Shorten assignments (e.g., every third math problem).
- Give extended time on tests.
- If student spends hours completing homework that takes most students 30 minutes, shorten assignments.
- Allow student to write answers only, not the questions (photocopy questions).
- Ask a question, give a few minutes to think, and come back to student for answer.

Remembering key points in lectures and what they read and study

- Appoint a note taker who copies and shares with the class.
- Have student slide color cellophane strip or ruler down the page to highlight and help him focus on what he's reading.
- Use erasable highlighter to note important information.
- Underline main noun and verb in first sentence in each paragraph to identify main idea.
- Write key points on Post-it notes.
- Teach test-taking skills.

- Encourage students to review test material briefly right before going to bed.

Memorizing facts: letters, numbers, words, multiplication tables, math formulas, and foreign languages

- Use memory tricks, such as acronyms or mnemonics.
- Write key facts on strips of poster board and post at school or home.
- Consider *Times Tables the Fun Way*, a book that helps kids memorize math facts.
- Post chart with multiplication tables on desk.

Analyzing, synthesizing, paraphrasing, and problem-solving

- Provide step-by-step written instructions for assignments.
- See tips below for organizing and writing essays.

Writing essays or reports

- Have student dictate essay to a "scribe" or parent to type, then edit and organize on the computer.
- Use graphic organizers with step-by-step tips for essay components.
- Average two grades on essays—one for content and one for grammar.
- Give topic choices of only two or three titles, quickly narrow down to one topic.

Completing complex math/algebra problems

- Solve sample problem and leave on the board.
- Have students work in pairs (teacher explains problem, students make up their own examples, and discuss answers).

Completing long-term projects on time

- Provide graphic organizer to plan necessary steps to complete the project.
- Provide a job card with steps required for completion.
- Divide long-term projects into segments with separate due dates and grades.
- Notify parents about projects. Include this in the student's IEP or 504 Plan.