



Fostering a Culture of Connection by Supporting Executive Functioning Skills – Part 2

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Session Handout



Statewide Professional Development to Support the Workforce & Low Incidence Disability Areas

bit.ly/EF-CCC

Fostering a Culture of Connection by Supporting Executive Sessions

This two-day Executive Session will explore the research and practical strategies that will explore technology.

Resolution

In addition to Universal Design, fostering a culture of connection. Build or a



the role of technology in sessions

work of

ation.

About Me

Janet is an independent consultant specializing in Assistive Technology (AT) implementation, Universal Design for Learning (UDL), and creating systems change through inclusive technology.



Who Are You?

Introduce Yourself in the Chat by typing your name and answering these questions:

1. What is your favorite app or software for keeping a to-do list?
2. What is 1 barrier to students effectively using technology to supporting executive function skills?



Session and Learning Objectives

Agenda

- I. Quick Review from Part 1
- II. HLP 19: Use Assistive and Instructional Technology
- III. Tools to Support EF – Learn and Apply
- IV. Reflection on Technology Integration
- V. Q & A

Objectives

- Participants will be able to understand and describe High Leverage Practice 19 and how it supports Executive Function.
- Participants will learn and apply two technology applications that can be used with students to support executive function.
- Participants will learn and apply two self-reflection strategies that can be used with students to enhance capacity for progress monitoring.

Review Executive Function Skills



- EF Skills are distributed across the brain.
- Deficits in executive functions impact all aspects of a student's life including academic performance, social relationships, and daily living skills.
- EF Skills can be taught and grow and develop over time.

Executive Function Challenges for Students

- Keeping track of important documents, papers, or items.
- Completing a task, but not submitting or turning in the work product.
- Creating a plan or schedule.
- Estimating and predicting time needed to complete a task.
- Initiating or starting a task.
- Making connections or categorizing/ prioritizing information across contexts
- Effectively communicating needs and desires.



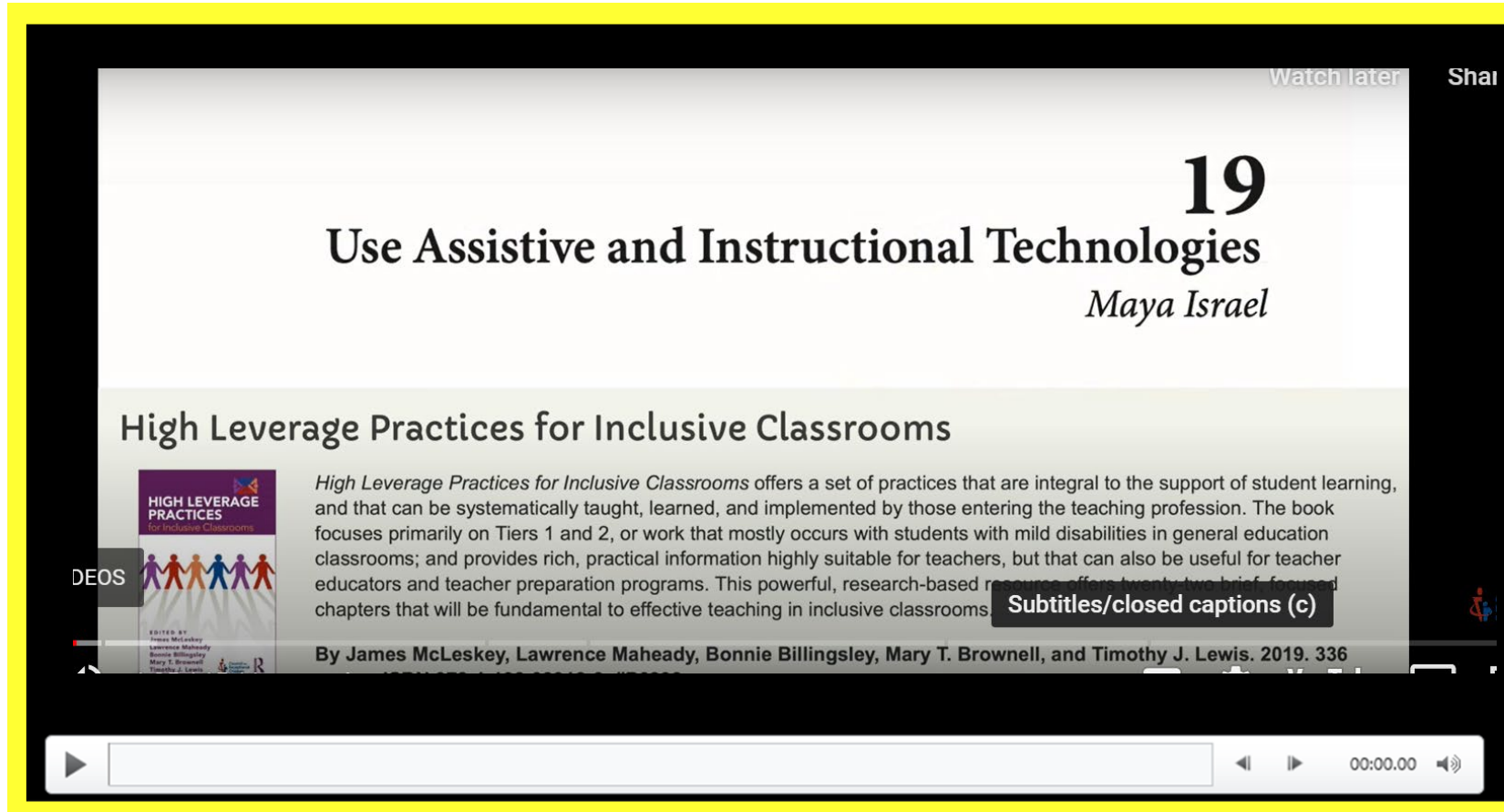
We Learned UDL and HLP Frameworks Can Help

“Awareness allows us to assess **Barriers**, build in **Positive Supports**, and determine potential **Points of Distraction** that affect performance”

- Alexis Reid, Educational Therapist

HLP #19: Use Assistive and Instructional Technology

View Video Next:



Watch later Shai


19

Use Assistive and Instructional Technologies

Maya Israel

High Leverage Practices for Inclusive Classrooms

DEOS



High Leverage Practices for Inclusive Classrooms offers a set of practices that are integral to the support of student learning, and that can be systematically taught, learned, and implemented by those entering the teaching profession. The book focuses primarily on Tiers 1 and 2, or work that mostly occurs with students with mild disabilities in general education classrooms; and provides rich, practical information highly suitable for teachers, but that can also be useful for teacher educators and teacher preparation programs. This powerful, research-based resource offers two to two brief, focused chapters that will be fundamental to effective teaching in inclusive classrooms.

Subtitles/closed captions (c)

By James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownell, and Timothy J. Lewis. 2019. 336

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Defining Technology in Schools



Instructional Technology

- Strategy for Use: Provides learning experiences to enhance or support student's progress in curriculum.



Information Technology

- Strategy for Use: Consume and organize information or produce content.



Assistive Technology

- Strategy for Use: Provides a means to allow students with disabilities to do tasks they could not otherwise do.

Source: Center on Inclusive Technology and Education Systems (CITES), 2021

Assistive Technology is for Individuals



An AT device is... "any item, piece of equipment or product system whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities."

And An AT service is... "any service that directly assists an individual with a disability in the selection, acquisition, and use of an assistive technology device."

Understanding AT in Context



Instructional Technology in UDL Classroom	Assistive Technology to Support EF
Good for all, with and without disabilities	Individualized need for one student
About choice and preference	Supporting functional capability
Flexibility of use	Required (think wheelchair or glasses!)
Complements Instructional Strategies	Defined by law as a device or service supporting the device
Built-in universal accessibility for all, not customized	Feature matched and/or adapted to the needs of the student
Proactive – Designed from the Beginning	Responsive to data/need

Laptop Computer in 1:1 Setting



What features might this device provide or have that would support Executive Function?

Focus and Attention

Biofeedback

Visual Schedules and Supports

Movement and Brain Breaks

Engagement



Emotional Control



Social Stories

Behavior Checklists

Emotional Regulation Supports
(ie Zones of Regulation)

Meditation and Calming

Working Memory

Effective Note taking

Graphic Organizers

Simplifying Written
Information

Chunking/Breaking Down
Complex Assignments -



Planning Skills



Calendars

Color Coding

Planning Rubrics and Self-Direction Support

Task Management

Organization

Inventories to Target Specific Issues

Managing Information

Managing Time

Managing Materials



Explore Two Technologies Activity

Executive Function - Part 2

Charting the C's Conference 2023

- Explore, consider, and reflect on the tool ideas provided. |
- Selected one EF category and explore **two tools** more in-depth. Add your ideas on how each resource might be used to support executive function, including as an assistive technology and/or assistive technology.
- **BONUS:** Have a different tool that's been beneficial? Add the resource to the p

EF Categories

- [Focus and Attention](#)
- [Emotional Control](#)
- [Working Memory](#)
- [Planning](#)
- [Organization](#)

Focus and Attention

-

How could your tools support executive function? Add your ideas

1. Explore, consider, and reflect on the tool ideas provided in the [Resource List](#).
2. Selected one EF category and explore **two tools** more in-depth. Add your ideas to the [Padlet](#) on how each resource might be used to support executive function.
3. **BONUS:** Have a different tool that has been beneficial? Share the resource with your colleagues on [Padlet](#).

Share Out



Student Self-Reflection Questions

Process Reflection and Monitoring

- Now that you've tried x, what are your first thoughts about it? Are they mostly positive or negative? Why?
- What were some of the most interesting discoveries you made while working on EF skill with x?
- What problems did you encounter while you were working with this technology? How did you solve them?

Intrapersonal

- What is the most important thing you learned personally during implanting this technology? Did it support the EF skill you are trying to improve?
- What did you learn were your greatest strengths?
- What moments are you most proud of your efforts/involvement?
- In what ways do you think you need to improve?

Student Self-Reflection Questions for AT

- Functional
- Operational
- Strategic
- Social



Source: Self-Determination and Quality Indicators for Assistive Technology in Postsecondary Education

Questions?

Thank you for your attention!

Keep in touch! My contact information:

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