

# EXECUTIVE FUNCTIONING SKILLS

What to Expect and How to Support  
High School Students

May 20, 2024

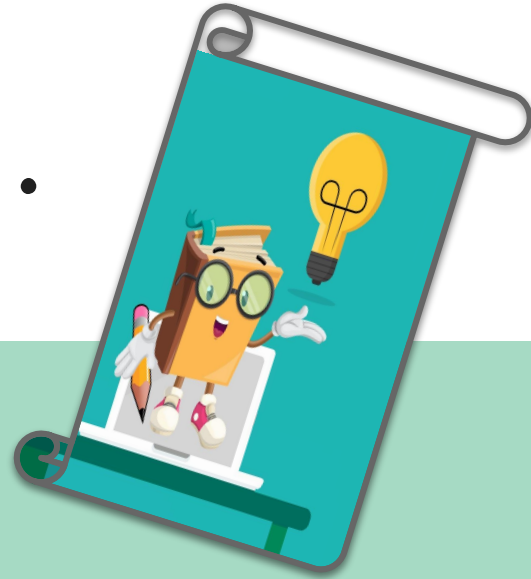
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CHILDREN DO WELL  
WHEN THEY CAN.

DR. ROSS GREENE  
(CLINICAL CHILD PSYCHOLOGIST)



# WHAT IS EXECUTIVE FUNCTIONING?

Think about an air traffic control system but in the brain. It's a set of cognitive processes that are necessary for self-control.

People use executive functioning to perform activities like planning, organizing, strategizing, paying attention to and remembering details and managing time and space.



# GENERAL TIPS

- ❖ It's important **NOT** to become a “surrogate” frontal lobe for your child
- ❖ Avoid the assumption your child has the EF skills required and just aren't motivated to use them.
- ❖ Effort is important and plays a role in demonstrating EF, however, some behaviors reflect a skill **weakness** not a lack of motivation.
- ❖ We may have to directly teach some of these skills. Something that gets complicated as our kids get older (and dislike parents telling them what to do)!

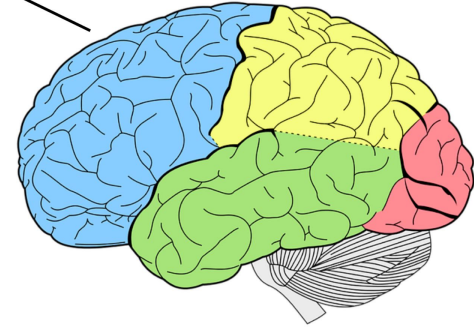
## Frontal

Executive Functioning - DA

- Planning
- Problem Solving
- Motivation
- Judgement
- Decision Making
- Impulse Control
- Social Behavior
- Personality
- Memory
- Learning
- Reward
- Attention

## Function: “Action”

Mental & Physical



<https://www.ezmedlearning.com/blog/cerebral-cortex-lobe-anatomy>

- ❖ Have your shared goal of **independence**.
  - **Examples:** work together to help your teen get a driver's license, find a job, buy a car, book a hotel room for the family on vacation.
- ❖ Consider your teen's developmental level and capacity when setting goals.
- ❖ Don't expect too much of them!

# HIGH SCHOOL EXPECTATIONS

Planning and organization are increasingly important at this age.

## Example of Skills:

Finding jobs, selecting courses in school, meeting deadlines, college applications

- ❖ Writing To-Do Lists
- ❖ Using planners or other organizational tools

Independently plan and organize for long-term tasks and activities

- ❖ writing a paper that is due in two weeks
- ❖ reading a number of chapters in a book to be finished by a deadline.

An increase in awareness of and ability to manage their schedules and activities.



# PLANNING SKILLS TIPS

## Compromise!



Help your teen monitor how their behaviors help or hurt their progress towards their goals.

**You may ask:** "is this part of the plan?", "Why am I doing something?" "Has my goal changed?"

- ❖ Negotiate/Compromise
- ❖ Let your teen decide on goals
- ❖ Help your teen develop short term plans to reach their goals
- ❖ Use apps, a planner, or calendar to keep track of obligations
- ❖ Lead your teen through the process by asking questions rather than telling them what to do. If they can't think of suggestions, offer choices to help them remain active in the planning process.

# TIME MANAGEMENT: IT'S AN ART!

The ability to understand how long a task will take and then distribute the appropriate amount of time to complete it.

- ❖ First learned through breaking down time into seasons, months, days, etc.
- ❖ By adulthood, can use tools and techniques to manage time.
- ❖ **Example:** setting aside appropriate time to work on a task or activity without compromising the time needed for other tasks or activities.

**You may ask:** "How long will this take?"

If this is due on Tuesday and today is Friday... then I have 7 days to complete it!

Next steps: let me get a calendar and plan it out!!

# ORGANIZATION

Keeping a tidy space helps to be able to finish tasks efficiently.



## Examples:

- Keeping track of assignments and needed materials.
- Knowing location of needed materials.
- Setting your bookbag up the night before.



Filing papers/materials so they are easily found and retrieved at a later date.





# TIME MANAGEMENT & ORGANIZATION TIPS

- ❖ If your teen struggles with Canvas, consider making a spreadsheet with your child to keep track of assignments
- ❖ Try to instill time awareness: Predict how long something will take (chore, walking to the store, assignment, etc) then perform the task and check accuracy.

## LINKS

[Executive Functioning Toolkit that Works](#)

[Alexa Skills for Therapy](#)

- ❖ Temper your expectations!
- ❖ Use apps to stay organized.
- ❖ Set up calendar reminders on a phone or smartwatch
- ❖ Model simple organizational schemes for your child.
- ❖ Talk through strategies (as tolerated!) when teaching a new skill

# WHAT TO EXPECT FROM HIGH SCHOOL AGED STUDENTS

## Task Initiation



- ❖ The ability to generate ideas and start tasks.
- ❖ The ability to work for longer periods of time grows with age.
- ❖ Example: Planning out an essay and organizing thoughts in order to begin writing the essay.

Tips: reward task completion (not grades), consider a “brain dump” when feeling stuck, avoid perfectionism, mindfulness strategies, reward hard work on a non-preferred task with a preferred activity

# WHAT TO EXPECT FROM HIGH SCHOOL AGED STUDENTS (CONT'D)

## Flexibility/Shift

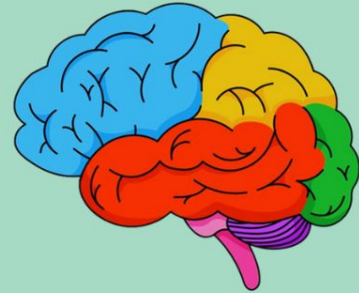
- ❖ The ability to cope with and adjust to changes, obstacles, setbacks.
- ❖ Changing course or re-adjusting their approach to a task as needed or as they gain additional or new information

**Example:** Receiving feedback from the teacher and making adjustments to an assignment.

### Tips:

- ❖ Give advance notice (when possible!)
- ❖ Practice handling unfamiliar situations
- ❖ Help your teen anticipate challenges
- ❖ Make a list of coping strategies
- ❖ Monitor your “maybes” and “no’s”
- ❖ Teach when we need to be flexible
- ❖ Reward flexibility
- ❖ Monitor your own emotions!

# WHAT TO EXPECT FROM HIGH SCHOOL AGED STUDENTS (CONT'D)



## Working Memory

- ❖ The ability to keep information in conscious awareness while completing tasks.
- ❖ Development of working memory peaks in young adulthood.
- ❖ Working memory capacity and cognitive flexibility increase.

**Tips:** Make eye contact with your teen before telling them something you want them to remember, avoid competing distractions, have teen paraphrase, consider timing, use written reminders (or texts)

# WHAT TO EXPECT FROM HIGH SCHOOL AGED STUDENTS (CONT'D)

## Impulse Control/Inhibition

- ❖ Important because it enables the other EF skills to develop. If your child lacks response inhibition, start with building up skills in this area before moving on to other EF skills.
- ❖ Being able to inhibit impulses and use more rational problem solving.
- ❖ Towards the end of this stage, teens may engage in less risky behavior because they begin to appreciate the “big picture.”

**Example:** resisting the impulse to follow along with peer pressure in order to do what is needed—not skipping class so as not to miss instruction.

# TIPS FOR RESPONSE INHIBITION



- ❖ Delay gratification!

- ❖ Make them earn it!

- ❖ Review rules in advance and again right before a situation that may trigger impulsive behaviors (i.e. before they are hanging out with friends)

- ❖ Use a daily journal to track each day's events.



# WHAT TO EXPECT FROM HIGH SCHOOL AGED STUDENTS (CONT'D)

## Attentional Control

- ❖ The ability to regulate attention and focus increases with age
- ❖ Being able to focus for long enough to complete a task
- ❖ Can be impacted by neurodevelopmental conditions such as autism or ADHD

## Tips

- ❖ Identify difficult tasks
- ❖ Break tasks down into smaller parts
- ❖ Provide supervision (if your teen agrees!)
- ❖ Timers
- ❖ Use apps on watches/devices to cue back to task
- ❖ Link tasks to interests or strengths
- ❖ Consider incentives
- ❖ Praise for staying on task
- ❖ Build healthy lifestyle habits (diet and exercise!)

# WHAT TO EXPECT FROM HIGH SCHOOL AGED STUDENTS (CONT'D)

## Self-Monitoring












- ❖ Being able to monitor one's own behavior in order to make necessary changes in the future.
- ❖ Behaving in a manner that indicates learning from past experience(s).

**Tips:** Journaling, keeping checklists, and mindfulness techniques can help with self-monitoring. Model and encourage self-talk.





# EXECUTIVE FUNCTIONING BY AGE LINK

	 PLANNING	 TIME MANAGEMENT	 TASK INITIATION	 ORGANIZATION	 PROBLEM SOLVING	 FLEXIBILITY	 WORKING MEMORY	 EMOTIONAL CONTROL	 IMPULSE CONTROL	 ATTENTIONAL CONTROL	 SELF MONITORING
<b>INFANT (0-24 MONTHS)</b>	<ul style="list-style-type: none"> <li>• focusing for objects pointing &amp; grabbing</li> </ul>			<ul style="list-style-type: none"> <li>• shows interest in color, size, shapes</li> <li>• beginning matching skills</li> </ul>	<ul style="list-style-type: none"> <li>• engages in cause and effect play</li> <li>• figuring out "how things work" through simple body movements and basic play skills</li> </ul>	<ul style="list-style-type: none"> <li>• Older children in this age range play simple role play or imaginative play games</li> </ul>	<ul style="list-style-type: none"> <li>• plays hide-and-seek and simple recall games</li> <li>• participates and enjoys familiar rhymes and songs</li> </ul>			<ul style="list-style-type: none"> <li>• plays simple games like peek-a-boo and pat-a-cake</li> <li>• imitation and copying behaviors emerge</li> </ul>	
<b>TODDLER (2-4 YEARS)</b>	<ul style="list-style-type: none"> <li>• understands simple instructions and can run simple errands</li> </ul>	<ul style="list-style-type: none"> <li>• beginning understanding of time concepts including seasons, days, weeks, etc.</li> <li>• follows visual picture schedules to order tasks.</li> <li>• practices waiting.</li> </ul>	<ul style="list-style-type: none"> <li>• able to independently start and complete tasks that take up to 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• understands categories and patterns</li> <li>• can sort toys and objects by function, form, and class</li> <li>• cleans up toys and belongings with adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>• completes simple categories and games that combine language and movement to accomplish a goal</li> <li>• decision making and turn-taking during play promote basic problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning skills to shift between activities.</li> <li>• Sometimes able to manage transitions and unexpected changes without upset.</li> </ul>	<ul style="list-style-type: none"> <li>• follows along to songs and fingerplays with many steps and movements.</li> </ul>	<ul style="list-style-type: none"> <li>• labels own emotions and the emotions of others</li> <li>• may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe.</li> </ul>	<ul style="list-style-type: none"> <li>• plays active inhibition games like musical chairs, and freeze dance</li> <li>• learns to inhibit safety-related behaviors like touching a hot stove and street safety</li> </ul>	<ul style="list-style-type: none"> <li>• able to direct attention to objects and activities for longer periods of time.</li> <li>• Responds to adult cues and redirections back to 'pay attention' when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• talks about own feelings and connects simple behaviors with emotions.</li> <li>• plays along with other children, directing play and accepting play ideas.</li> </ul>
<b>EARLY LEARNER (5-12 YEARS)</b>	<ul style="list-style-type: none"> <li>• able to follow a planned out set of steps to meet an end goal.</li> <li>• plays fast moving games and games requiring strategy and planning ahead.</li> </ul>	<ul style="list-style-type: none"> <li>• developing time estimates and a sense of how long tasks will take.</li> <li>• beginning skills to manage leisure time and required tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• able to independently start and complete tasks that take up to 30-60 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• organize and sequence stories</li> <li>• can follow simple checklists</li> <li>• gathers materials for familiar routines, often with adult assistance and reminders</li> </ul>	<ul style="list-style-type: none"> <li>• identifies and defines problems to many simple academic tasks;</li> <li>• emerging skills to brainstorm and break apart problems to identify solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent with puzzle, logic games, and coordinated group activities.</li> <li>• able to collect information and apply it to new settings.</li> </ul>	<ul style="list-style-type: none"> <li>• learns to control tantrums and frustrations without adult comfort.</li> </ul>	<ul style="list-style-type: none"> <li>• follows safety rules and most social norms for behavior.</li> <li>• behavior maintains when teachers or adults are not around</li> </ul>	<ul style="list-style-type: none"> <li>• able to save money for desired objects.</li> <li>• developing note taking, reminders, and planning tools to help sustain attentional control.</li> </ul>	<ul style="list-style-type: none"> <li>• able to complete activities like journaling to reflect on own behavior.</li> <li>• checks own work for simple mistakes.</li> </ul>
<b>TEEN (13-18)</b>	<ul style="list-style-type: none"> <li>• able to independently plan out the steps of homework or important project to meet an end goal.</li> <li>• Works in a group of peers to plan social activities and events.</li> </ul>	<ul style="list-style-type: none"> <li>• estimates how long it takes to complete tasks and adjusts working speed to fit.</li> <li>• understands and works to avoid the consequences of ineffective time management.</li> </ul>	<ul style="list-style-type: none"> <li>• able to independently start tasks that take up to 60-90 minutes to complete</li> </ul>	<ul style="list-style-type: none"> <li>• follows complex school schedules combined with home routines.</li> <li>• able to use systems for organizing schoolwork and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• independently identifies problems at home, work, and with friends.</li> <li>• able to sort out many conflicts and make decisions about complex problems independently, make seek adult guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to manage many unpredictable changes to schedules and routines, but may sometimes need adult support to identify strategies to dynamically adjust.</li> </ul>	<ul style="list-style-type: none"> <li>• able to collect information and apply it to new settings.</li> <li>• independent with puzzles, logic games, and coordinated group activities</li> </ul>	<ul style="list-style-type: none"> <li>• greater understanding of others emotions, including empathy and a desire for social change.</li> <li>• may experience "adult feelings" but not have experience yet in how to manage them.</li> </ul>	<ul style="list-style-type: none"> <li>• greater risk-taking behaviors</li> <li>• may begin to test some adult safety behaviors and social norms</li> <li>• may engage in self-talk to help manage impulses</li> </ul>	<ul style="list-style-type: none"> <li>• able to save money for desired objects as well as creates and executes plans to earn money for desired items.</li> <li>• Beginning mindfulness of distractions, but may need adult support to avoid them.</li> </ul>	<ul style="list-style-type: none"> <li>• able to monitor performance and adjust/improve.</li> <li>• Uses tools to monitor behavior.</li> <li>• May recruit adult feedback or need reminders from coaches, parents, friends, teachers, etc.</li> </ul>
<b>YOUNG ADULT (18+)</b>	<ul style="list-style-type: none"> <li>• able to develop and maintain multiple different plans at one time to meet many different goals</li> <li>• able to establish and meet long-term goals.</li> </ul>	<ul style="list-style-type: none"> <li>• seeks out and implements tools and systems to manage time more efficiently</li> <li>• uses routines and modifies schedules dynamically to meet changing demands.</li> </ul>	<ul style="list-style-type: none"> <li>• initiates and completes tasks despite adverse conditions and distractions.</li> <li>• prioritizing and planning occurs ahead of beginning most activities</li> </ul>	<ul style="list-style-type: none"> <li>• maintains neat and orderly systems for daily living tasks.</li> <li>• when areas of life like email household chores get out of hand, can re-organize as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• generates solutions to complex problems.</li> <li>• when areas of life like developing new and creative strategies to ongoing problems.</li> </ul>	<ul style="list-style-type: none"> <li>• modifies schedules dynamically to meet changing demands.</li> <li>• Unpredictability causes occasional stress, but able to handle most changes easily.</li> </ul>	<ul style="list-style-type: none"> <li>• greatest working memory capacity in early adulthood.</li> <li>• able to collect, store, and synthesize information from multiple sources to accomplish tasks and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• emotional modulation in most settings including controlling outbursts and managing frustration in healthy ways.</li> </ul>	<ul style="list-style-type: none"> <li>• manages impulsive behaviors across a variety of settings.</li> <li>• Withholds rushing through things</li> <li>• inhibits reckless and dangerous behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to sustain attention in the face of many distractions</li> <li>• Eliminates or reduces distractions when needed</li> </ul>	<ul style="list-style-type: none"> <li>• checks work for mistakes.</li> <li>• monitors and compares own behavior to others performance.</li> </ul>

Executive age is the child's age based on how his or her brain is working. ADHD children and adults are an average of 30% behind in their executive age. This includes their ability to regulate their emotions, body, impulses, social awareness, and general maturity. It can be even greater than 30% depending on the person. This delay will last into adulthood and effect relationships and careers. Human brains reach their highest point of maturity in the early 30, and for ADHD people, that is where the maturity stops, even if they are delayed.

True Age	Executive Age	True Age	Executive Age	True Age	Executive Age
3	2	13	8.67	23	15.33
4	2.67	14	9.33	24	16
5	3.333	15	10	25	16.67
6	4	16	10.67	26	17.33
7	4.67	17	11.33	27	18
8	5.33	18	12	28	18.67
9	6	19	12.67	29	19.33
10	6.67	20	13.33	30	20
11	7.33	21	14	31	20.67
12	8	22	14.67	32	21.33

When your children frustrate you with actions that are not age appropriate, refer to this chart to remind you to give them grace because their brains are developing behind schedule.

# CHRONOLOGICAL AGE VS. EXECUTIVE FUNCTIONING AGE

**True Age**  
chronological age

**Executive Functioning Age:**  
where their skills are

Source: <https://ceril.net/index.php/articulos?id=621>

# EMOTIONAL REGULATION

....the ability to effectively manage and regulate one's emotions in response to various situations and stimuli.

Supporting a teenager in regulating their emotions involves creating a safe and open environment for communication.

Encourage them to express their feelings and thoughts without judgment, fostering a sense of trust.

[8 Tips on How to Help a Teen Regulate Their Emotions](#) (link)



# EXECUTIVE FUNCTIONING & EMOTIONAL REGULATION

*Emotional and behavioral regulation are precursors to cognitive regulation.*



*Develop and nurture adaptive coping strategies to support your child in school and life*

*(as opposed to maladaptive strategies such as skipping)*

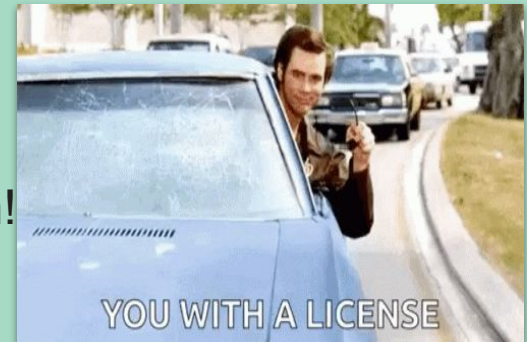
*The importance of patience and balance.*



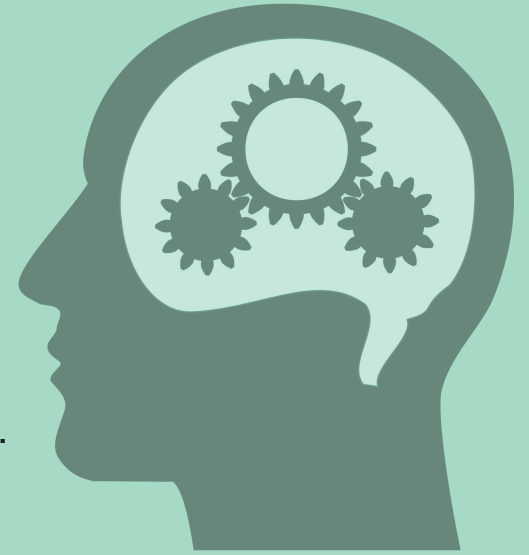
# ADOLESCENCE IS A MAJOR TRANSITION... PERIOD...

**A**dolescence coincides with increased social pressures and dramas, intensified academic workload, high stakes tests, more expectations for independence, big decisions and driver's license (insurance)

**W**e know emotions can impact our productivity, decision-making, academic and work performance, concentration, relationships, stamina - and the list goes on!



# THE BRAIN, EXECUTIVE FUNCTIONING (EF) & EMOTIONAL REGULATION (ER)



- ❖ EF skills direct other cognitive processes toward a goal, by allowing us to direct our emotions, thoughts and actions.
- ❖ The prefrontal cortex, known for its role in planning, organizing and problem solving, also interacts with the amygdala, a key structure in emotion processing, to modulate responses. Both EF and ER undergo profound changes during adolescence.
- ❖ In situations requiring emotional control, the prefrontal cortex exerts an inhibitory influence on the primitive part of the brain involved in generating emotional responses.



## THE BRAIN, EF & ER (CONT'D)

- ❖ Primitive brain helped us survive, alerting us to danger
- ❖ **FIGHT - FLIGHT - FREEZE**

We don't typically worry about being attacked by an animal, but, in our advanced society, those mechanisms still exist in our brain.

Now, in the absence of real threats, our brains register even perceived threats as real - this is **Anxiety / Panic**

# THE BRAIN, EMOTIONS & EXECUTIVE FUNCTIONING

## Coping strategies related to emotional regulation, seek to:

- ❖ Intensify emotional experience and expression, with the goal of augmenting positive emotions and enhancing well being.
- ❖ Moderate / mitigate the intensity of negative emotions, to promote adaptive functioning in emotionally charged situations.
- ❖ Empirical research suggests these regulatory processes can be achieved through a variety of cognitive reappraisal techniques, so we can re-interpret information in a less emotionally manner.







## FROM A PARENT'S GUIDE TO EMOTIONAL RESILIENCE

BY MARY CAHILLY, MA, LMHC, LPC, CCTP

***“Emotional well-being is the presence of positive emotion and mood, and the absence of prolonged negative emotion, along with feelings of satisfaction and fulfillment”***

- ❖ Humans are wired to experience all different emotions
- ❖ Complicated rules about emotional expression
- ❖ Cahilly challenges us to think of negative emotions as energy that helps us prepare for what's coming
- ❖ She encourages us to recognize our own resilience

# FEELINGS

**Angry**

**Confused**

**Resentful**

**Frustrated**

**Axious**

**Insecure**

**Fearful**

**Rejected**

**Amused**

**Inspired**

**Joyful**

**Creative**

**Satisfied**

**Trusting**

**Excited**

**Grateful**

**Grief-Stricken**

**Remorseful**

**Guilty**

**Disappointed**

**Heart Broken**

**Victimized**

**Disrespected**

**Misunderstood**



# RETHINKING OUR THINKING...

“When we allow ourselves to experience negative emotions, our happiness is sweeter, our joy more fulfilling, our satisfaction lasts longer and we can be our true, authentic selves” -Mary Cahilly



- ❖ Most people see the middle way as the “path of life” - only allowing for positive outcomes
- ❖ Think of negative emotions as “rumble strips” on the roadside
- ❖ Rumble strips “wake us up” to a need - perhaps for more adaptive coping strategies
- ❖ Strong emotion limits thinking processes for generating solutions
- ❖ GOOD NEWS: We can literally change neural pathways with cognitive techniques

# BEWARE OF THOUGHT DISTORTIONS...

**Overgeneralization:**  
*"She said, 'no', so I'll never have a date"*

**Mental Filter:** focus on negative / ignore positive... *"We won, but, I fell down!"*

**All-or-nothing thinking:** *"If I don't get into Harvard, I'll never be successful"*

**Emotional Reasoning:**  
*"I feel it, so it must be true"*  
(our feelings are wrong a lot)

**Catastrophizing:** *Expecting the worst case scenario in a situation*

**Minimizing:** Downplaying successes... *"I did well on the test because it was easy"*

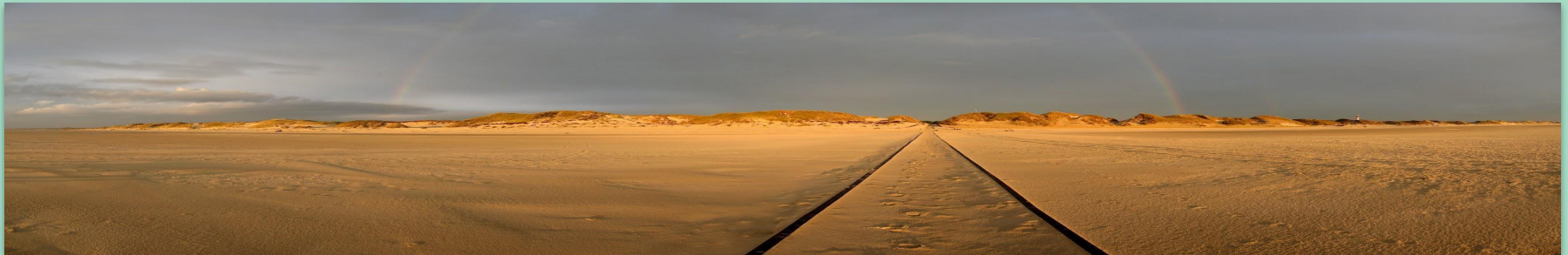
**Disqualifying the point:** *"They were nice because they felt sorry for me"*

*"Hold your thoughts lightly and say, 'These are just stories I tell myself'. More than what you think, it's how you react to what you think" -Mary Cahilly*

# TECHNIQUES TO BUILD EMOTIONAL RESILIENCE

FROM ETHAN CROSS IN CHATTER

- ❖ **Zoom out:** take a wider perspective *“Others have survived this”*; *“Will I even remember this a year from now?”*
- ❖ **Distanced Self-Talk:** What would you say to a friend having this problem?
- ❖ **Reframing symptoms:** See them as alerts to get ready
- ❖ **Establish or revisit familiar comforting rituals** - Acts that bring calm
- ❖ **GET ENOUGH SLEEP**



# TECHNIQUES...

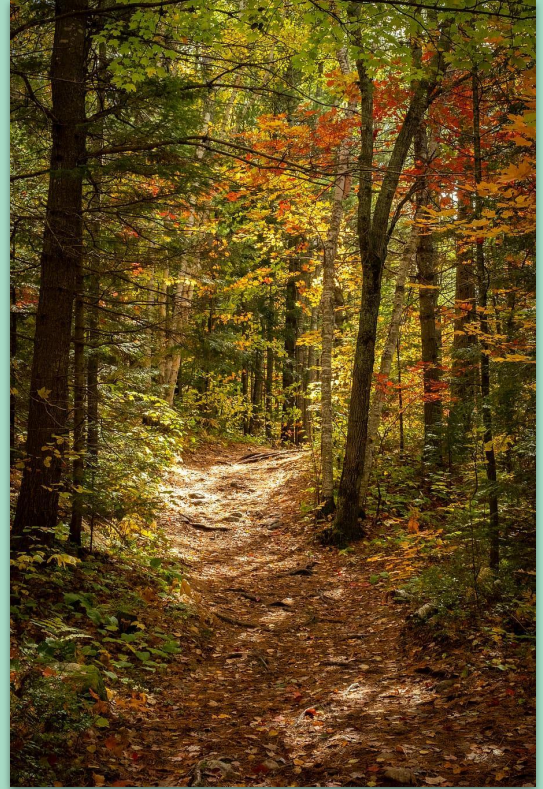
(CONT'D)

**Spend time in nature** - green spaces calm our minds, as does enjoying music or art (recent research confirms the connection)

**Keep an orderly environment** - chaos demands too much time, attention and energy. A schedule helps reduce the number of decisions you must make in a day. Anticipate what you may forget and place it strategically by the door (or a post-it note on bathroom mirror)

**Practice** deep breathing exercises, mindfulness breaks, successive muscle relaxation, grounding techniques, guided imagery

**Storytelling** - helps us re-package unfavorable experiences and reclaim the past...Something embarrassing happened? How will you tell the story?



# EMPOWERING PARENTS

- ❖ **Recognize** that not all development occurs simultaneously and be patient
- ❖ **Remember** that the human brain is not fully developed until mid-twenties
- ❖ **Support** your child in recognizing the importance of regulating emotions
- ❖ **Don't be fearful** of negative emotions
- ❖ **Encourage** them to accept negative emotions as a part of life that comes and goes
- ❖ **Teach** your child to seek balance - there is time for work, play, rest
- ❖ **Don't be afraid** to exercise parental authority in your child's decision making regarding the rigor of their classes & how they spend their time
- ❖ **Don't allow** them to compromise their mental health by taking on too much

QUESTIONS?

HERE ARE THE BEST SCHOOL BASED RESOURCES:

- ❖ **Counselor (504 Case Carrier)**
- ❖ **School Psychologist**
- ❖ **Special Education Case Carrier**
- ❖ **School Social Worker**
- ❖ **Student Support Coordinator**

*Contact information available on each school's website or you can call your school's main office for assistance.*





# REFERENCES AND RESOURCES

Executive Function 101, The National Center for Learning Disabilities

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[Executive Function Skills By Age](#) (link)

[Nurturing Executive Functioning Through Everyday Activities: It's Not About Using Checklists! An Interview with Sarah Ward](#) (link)

[What Executive Function Skills are Expected in High School?](#) (link)

[The Educator's Guide to Executive Functions: How to Understand and Support Students in Need](#) (link)

Think Kids: Collaborative Problem Solving

<https://thinkkids.org/Rethinking-Challenging-Kids-Where-Theres-a-Skill-Theres-a-Way/> (link)

Thank  
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