


ENCOURAGE  
ENHANCE AND  
EXPAND  
EXECUTIVE FUNCTIONS IN YOUR CHILD

Susanne Phillips Keeley, MA CCC-SLP



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Organizing Your Student For Success  
Maximizing Executive Functions

Susanne Phillips Keeley, M.A. CCC-SLP

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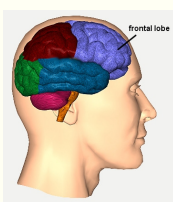
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ANATOMY AND PHYSIOLOGY



frontal lobe

Evolutionary Development  
Individual Development

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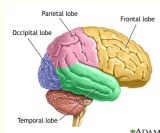
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## FRONTAL LOBES

- Anticipation
- Goal Selection
- Planning
- Self-monitoring
- Use of Feedback
- Completion of Purposeful Activity




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## COGNITION & PERFORMANCE

THINKING	DOING	REVIEWING
Goal Setting	Initiation	Modifying
Planning	Attention	Meta-cognition
Organization	Inhibition	
Prioritizing	Flexibility	
Timing		
Working Memory		

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"EXECUTIVE FUNCTIONS ARE A COLLAGE OF COGNITIVE ACTIVITIES THAT ENCOMPASS THE ABILITY TO DESIGN ACTIONS TOWARD A GOAL, TO HANDLE INFORMATION FLEXIBLY, TO REALIZE THE RAMIFICATIONS OF BEHAVIOR, AND TO MAKE REASONABLE INFERENCES BASED UPON LIMITED INFORMATION..[THEY ARE] DETAILED FUNCTIONS OF LOGIC, STRATEGY, PLANNING, PROBLEM SOLVING, AND REASONING."

Keeley, 2003 The Source for Executive Function Disorders

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## NOT ALL FRONTAL LOBES ARE CREATED EQUAL




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## Differences and Difficulties in EF

Goal Setting-deciding what needs to be done  
 Planning and Organizing  
 Determining the sequence of accomplishment  
 Beginning tasks  
 Carrying out tasks in an organized fashion  
 Maintaining attention  
 Evaluating performance  
 Utilizing feedback




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## What does this look like?

- Assignments not written down
- Materials not brought home
- Trouble deciding what needs to be done
- Problems sequencing tasks
- Miscalculating how long tasks take
- Problems getting started
- Homework takes longer than peers
- Forgetting to turn in homework
- Being stuck on one topic or activity
- Resistance to change
- Losing or misplacing items and work
- Leaving tasks until the last minute
- Difficulty with long-term assignments
- Problems evaluating performance
- Inability to effectively utilize feedback
- Underperformance

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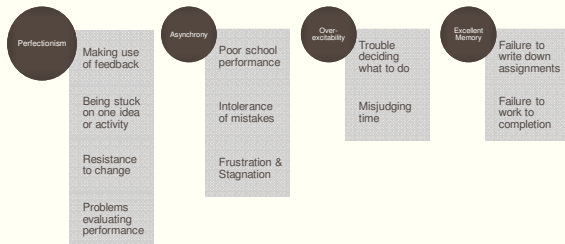
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### Synergies with Giftedness




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ENCOURAGE, ENHANCE, EXPAND

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### Time Management



Analogue Clock

Family Calendar




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MODELING

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Modeling Behavior


Goal Setting

Organizing

Time Schedules

Initiating

Feedback



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SELF-TALK

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## Self-Talk

- Plan-Execute-Repair
- Cause and Effect
- If-Then
- Relationship to past and future
- Feelings and Emotions




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## PLAN-EXECUTE-REPAIR

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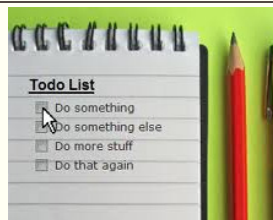
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“WHAT’S YOUR PLAN?”  
“HOW’S YOUR PLAN?”




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ENCOURAGE SELF-QUESTIONING

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Self-Questioning

What do you need for practice?



Do I have my cleats, jersey, hat?

Does the table look the way it should for dinner?

Do I have all the utensils, napkins, glasses?

What do you need in your backpack?

Have I packed for English, Math, History?

Get your cleats!

Don't forget the napkins!

Pack your homework!

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MOTIVATION AND PRAISE

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