

# Cerebrate.

## | Case Study

### Challenges

Henry was observed having challenges with his emotional reactions and organization in class. He was evaluated using the Behavior Rating Inventory of Executive Function® (BRIEF2). The results showed elevated difficulties with executive functions including self-control, working memory, and planning. Henry specifically had challenges with impulsivity, reacting strongly when upset, forgetting important information including the steps to take to complete a task. Some other areas of concern included acting out and having trouble reaching small goals. With these key executive

### Self-Control Solutions

Henry struggled to think before he acted. He shared that he is sometimes unable to think about consequences when he is upset, which leads to doing things that he shouldn't be doing.

To help him gain self-control skills, Henry completed the Cerebrate lessons **My Best Way**, **Stop and Think**, and **Self-Control Check**. Henry worked to create a four-step plan for when he gets upset. In addition, he reviewed times when he had got upset, what steps he took, and what he could have done better to be more in control of his actions.

### Cerebrate Lessons

My Best Way

Stop and Think

Self-Control Check



### Henry - 1st grade

Henry is a 1st grade student who loves playing video games and building with magnetiles.

He is also athletic and participated on a track team this past year.

function challenges identified, Henry was taught specific Cerebrate lessons to empower him with strategies for increased learning success.

*Henry was able to examine the ways his actions made himself and others feel, and was able to brainstorm possible alternative choices he could have made in those situations and the consequences of each choice. Once he developed the skills to examine his past experiences, Henry worked through future challenges he may experience. With practice, Henry became more confident in brainstorming the different choices he could make to result in the outcomes he desired."*

*-Henry's Teacher*

Prior to the lessons, Henry was unable to stop and think before acting. After identifying times when he got upset, Henry was able to come up with action plans to help him regulate himself and think things through when he gets upset. He is now able to take his past experiences, reflect on his actions, and recognize where he needs improvement.

# Working Memory Solution

Henry had difficulty remembering important information and multiple steps to a task. He was aware of his struggles and articulated them well.

The Cerebrate lessons **What is Working Memory?**, **Memory Strategies**, and **Remember the Steps** helped Henry learn important strategies for remembering information, like asking for something to be repeated and saying it back. He practiced making connections between important facts he needed to remember later, and learned how to use pictures and actions to store information in his memory for future recall.

# Planning Solution

Henry had a hard time setting small goals and allowing for enough time to follow through and finish his work on time.

He completed the Cerebrate lessons **Check the Plan**, **Time for Goals**, and **Daily Homework** to help him learn to start creating small, attainable goals. Henry learned to identify the difference between what he wanted to do and what he needed to do. He practiced making a list of the tasks he needed to complete, and he began to see how creating a plan to reach his goal helped him have enough time to finish his work.

Initially, Henry struggled to see what he was trying to accomplish and the steps to reach the goal. After learning to use a checklist and intentionally set aside the time he needed, he was

## Cerebrate Lessons

What is Working Memory  
Memory Strategies  
Remember the Steps



In the beginning, Henry had a hard time remembering different types of information. After learning how to listen closely, repeat back, ask for clarification, make connections, use memory tools, he was able to remember for longer periods of time. He continues to draw pictures and act out information to help him remember.

1 in 5



Students have learning and attention issues

1 in 16

Students have an IEP

1 in 50

Students have a 504

Of the 20% of students with learning issues nationally, nearly 12% need support outside of IEP and 504 services.

## Cerebrate Lessons

Check the Plan  
Time for Goals  
Daily Homework



able to start making simple checklists to finish his work. He began to see additional ways he could use checklists to reach other goals that were important to him.

## Impact of Change

Using the Cerebrate lessons, Henry was able to learn strategies to think before acting when upset, utilize memory strategies to remember more information, and follow through with small goals to finish his work. Evaluating how he reacts when he is upset and creating a plan to regulate himself will help Henry interact better with his peers and reduce negative behaviors at school. Henry's new skill to use various mnemonic devices to remember information will provide valuable tools for his entire academic life, as his need to memorize material continues to increase as he advances through the grades. Setting attainable goals and creating plans to reach them gives Henry the opportunity to feel the accomplishment that comes from reaching goals. The executive function skills Henry has learned will help him become a strong, confident learner.



Children's executive functioning skills provide the link between early school achievement and social, emotional, and moral development. Executive function skills are considered to be a common denominator for both learning and social interaction. Children with stronger working memory, inhibition, and attentional skills also have been found to make larger gains on tests of early math, language, and literacy development during the [early] years than their peers with weaker executive function skills.

National Scientific Council on the Developing Child. (2011, February). Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function. [developingchild.harvard.edu](http://developingchild.harvard.edu).

## Cerebrate

Cerebrate is an executive function system that combines an evaluation tool with a customized curriculum to target instruction for students' needs. The evaluation measures the frequency of 64 observable behaviors that point to executive function deficiencies, and it can be administered as needed to monitor progress towards defined goals. The curriculum is comprehensive and provides instruction for the development of behavioral, emotional, and cognitive executive functions, including self-control, self-monitor, flexibility, emotional control, task initiation, working memory, planning, and organization. The lessons incorporate the best practices of executive function instruction, according to the leading research in the field. To learn more, go to [www.cerebrate.education](http://www.cerebrate.education) for additional information regarding the Cerebrate program.

