

Student Need.

To understand executive function needs, it is helpful to think of the degree to which the challenges in each these distinct areas are affecting the students' ability to learn.



Self-Control

Students without the skill of self-control have difficulty staying seated when instructed. They often do not think before acting, and they do not think about the consequences of their behavior. They often blurt out and interrupt others. They have trouble stopping actions and generally need to be told to stop doing certain actions. They sometimes become overly silly and disruptive.



Self-Monitor

Students without the skill of self-monitor struggle to understand that their actions are bothering others or that they are talking or playing too loudly. They often have poor handwriting and sloppy work. They also make careless errors, do not check their work for mistakes, and leave work incomplete. They also have a difficult time understanding their own strengths and weaknesses.



Flexibility

Students without the skill of flexibility become upset with new situations or a change in the plan. They tend to get stuck on one activity and have difficulty transitioning from one activity to another. They often think too much about the same topic and are disturbed by a change of topic. They will try the same approach when problem solving even when it doesn't work, and tend to stay disappointed for a long time after having a problem.



Emotional Control

Students without the skill of emotional control often overreact to small problems and become upset easily. They tend to have outbursts with little reason, and they react strongly to situations. They can become tearful easily, and their angry or intense outbursts end suddenly. Their mood is easily influenced by the situation and changes frequently.

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Task Initiation

Students without the skill of task initiation have difficulty starting a task or project without being asked, and they tend to procrastinate getting their work started. They struggle to come up with new ideas, and they are often not very creative when they need to find a new way to solve a problem. They have a hard time trying a different way when they get stuck, and they often complain that there is nothing to do.



Working Memory

Students without the skill of working memory have a short attention span and are often distracted by noises and sights. They have difficulty concentrating on chores or schoolwork, and they forget what they should be doing. They struggle to remember a series of directions, and they have trouble finishing tasks with more than one step. They often need help to stay on task.



Planning

Students without the skill of planning struggle to plan and often start at the last minute. They often forget to turn in assignments and bring home homework or materials. They generally underestimate the time it takes to finish tasks. They also tend to get caught up in details, miss the big picture, and get overwhelmed. They often have good ideas, but they struggle to get them down onto paper and get the job done.



Organization

Students without the skill of organization often lose lunch boxes, lunch money, permission slips, homework, notebooks, or library books. They are unable to develop systems to keep track of their belongings, and they cannot find things that they need. They tend to leave messes for others to clean, and they leave a trail of belongings wherever they go. Their surroundings are often a mess, and their papers and homework are not organized. They generally forget where they put things.