Executive Function Skills & Strategies for Support

Executive Function	Skill Definition	Strategy to Support your Learner
Planning	The ability to figure out how to accomplish tasks and goals	• Help your learner create a visual system for tracking homework and events • Chunk big tasks or projects into smaller, more manageable parts
Time Management	The understanding of how much time tasks should take and effectively using time to complete tasks	• Utilize visualize timers to help track time • Have the learner estimate how long something will take, time and compare the actual time
Organization	The ability to keep materials and spaces neat; understanding where each item belongs	• Organize space/supplies together, take a picture of how it should look, and chose a regular weekly time to reorganize • Have a home or place for everything
Working Memory	The ability to hold information that we need to use in our minds	• Verbally summarize learning • Write down things that may be easily forgotten- these are things we always think we'll remember!
Attention	The ability to maintain focus on a task that is non-preferred	• Remove distractions in learning space • Allow movement breaks after a period of sustained work • Exercise before getting started on non-preferred task
Task Initiation	The ability to begin a task that you have planned to do in a timely manner	• Prompt your child to tell you the steps they need to take to complete the task • Start with the easiest part first
Flexibility	The ability to revise plans and adapt to unexpected changes	• If possible, prepare your child in advance about plans • Practice changing the rules of a favorite game or the ending to a story
Perseverance	The ability to stick with a task even when it becomes challenging	• Create smalls goals to meet and celebrate along the way • Give precise praise for working hard along the way, not just completing the task
Self Control	The ability to be in control of one's emotional state	• Verbalize feelings • Record triggers in a journal • Brainstorm ways to manage and prevent triggers
Metacognition	Self-reflecting or thinking back on one's work or behaviors	• Model thinking out loud about how you complete a task • Use mistakes as a chance to discuss what was learned and what could have gone differently

WETHRIVE LEARNING