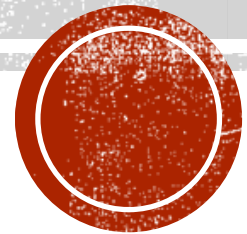


# **EXECUTIVE FUNCTIONING**

*UNIVERSAL, TARGETED AND  
INDIVIDUAL SUPPORTS FOR STUDENTS*

Chelsea Clark, Ed.S.

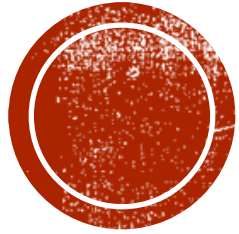
*Boone County Schools Mental Health Coalition*



# AGENDA

- Brief Overview of the Boone County Schools Mental Health Coalition – 10 Minutes
- What Is Executive Functioning? – 20 Minutes
- Universal Supports/Strategies – 45 Minutes
- Targeted Supports/Strategies – 10 Minutes
- Individualized Supports/Strategies - 20 Minutes
- Action Planning – 15 Minutes
- Questions





**BOONE COUNTY SCHOOLS  
MENTAL HEALTH  
COALITION**



# WHO WE ARE

- A multi-disciplinary team of professional school psychologists and social workers
- Funded through the Children's Services Fund of Boone County
  - Created by the 1/4 cent sales tax passed in 2012 to support mental health
- Comprised of:
  - 7 Regional Coordinators
  - 1 Director (Dr. Lou Ann Tanner-Jones)
  - 2 University Faculty Members (Dr. Wendy Reinke and Dr. Aaron Thompson)
  - Coalition Board Members
    - Boone County Superintendents
    - Private School Administrator
    - Assistant Superintendents
    - Counseling Directors
    - Other University Faculty



# WHAT WE DO



- Assist schools to identify and support students with mental health needs
  - Early Identification Checklist
    - Building Level
    - Grade Level or Classroom Level
    - Individual Level
- Utilize a prevention framework to meet the mental health needs of identified students
- Partner with professionals to connect students and families with community resources
- Provide professional development opportunities for schools and staff based on identified areas of need



# FOR MORE INFORMATION:

<http://bcschoolsmh.org/>

Follow Us on Twitter and Facebook:

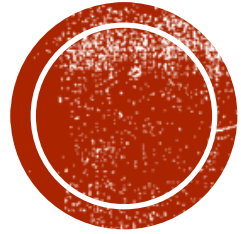


@BCschoolsMH



Boone County Schools Mental Health Coalition





# WHAT IS EXECUTIVE FUNCTIONING?



# DEFINITIONS OF EXECUTIVE FUNCTIONING

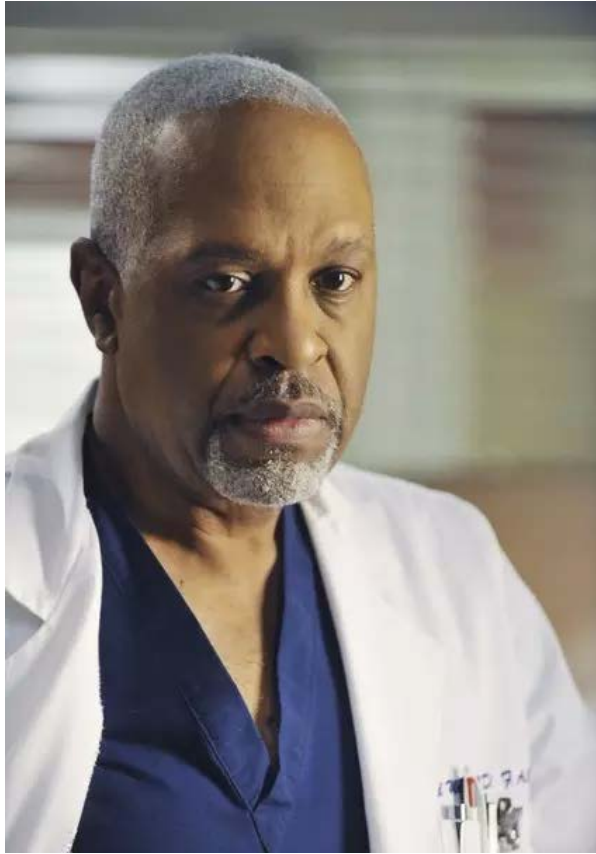
- Skills that help us to decide what activities or tasks we will pay attention to and which ones we'll choose to do (Hart & Jacobs, 1993)
- Brain-based skills required for humans to execute, or perform, tasks (Dawson and Guare, 2009)
- The set of abilities that allows you to select the behavior that's appropriate to the situation, inhibit inappropriate behavior, and focus on the task at hand despite distractions (Aamodt & Wang, 2008)





# EXECUTIVE FUNCTIONING SKILLS ARE LIKE:





***Generally Speaking,***  
**Executive Functioning Skills**  
**Help Us to Regulate Our**  
**Behavior**

**Requires THINKING (Cognition) Skills**

**&**

**Requires DOING (Behavior) Skills**



# THINKING (COGNITION) SKILLS

## Planning

The ability to create a roadmap to reach a goal or to complete a task.

The ability to make decisions about what is important to focus on and what isn't.

## Organization

The ability to design and maintain systems for keeping track of information or materials.

## Time Management

The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines.

Also involves the sense that time is important.

Example – Grocery Shopping



# THINKING (COGNITION) SKILLS

## Working Memory

The ability to hold information in mind while performing complex tasks.

Incorporates the ability to draw on past learning or experiences to apply to the situation.

## Metacognition

The ability to take a bird's eye view of oneself in a situation.

The ability to observe how you problem-solve.

Includes self-monitoring and self-evaluative skills.



# Thinking (Cognition) Skills Help Us To:

## 1. Create A Picture of a Goal



## 2. A Path To That Goal



## 3. Resources We Will Need Along The Way



# DOING (BEHAVIOR) SKILLS

---

## Response Inhibition

The capacity to think before you act.

## Emotional Control (Self-Regulation or Affect)

The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior

## Sustained Attention

The capacity to attend to a situation or task in spite of distractibility, fatigue or boredom.

## Task Initiation

The ability to begin a task without undue procrastination, in a timely fashion

---



# DOING (BEHAVIOR) SKILLS

## Flexibility

The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes.

Involves adaptability to changing conditions and the ability to switch between activities or tasks.

## Goal Directed Persistence

The capacity or drive to follow through to the completion of a goal and not to be put off by other demands or competing interests.





# Doing (Behavior) Are Needed When We:

## 1. Face New Challenges



## 2. Resolve or Pursue a Goal



Weekly Schedule

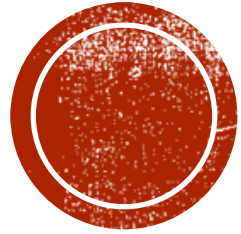
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00am - 8:00am	Work	Work	Work	Work	Work	Work	Work
8:00am - 9:00am	Work	Work	Work	Work	Work	Work	Work
9:00am - 10:00am	Work	Work	Work	Work	Work	Work	Work
10:00am - 11:00am	Work	Work	Work	Work	Work	Work	Work
11:00am - 12:00pm	Work	Work	Work	Work	Work	Work	Work
12:00pm - 1:00pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00pm - 2:00pm	Work	Work	Work	Work	Work	Work	Work
2:00pm - 3:00pm	Work	Work	Work	Work	Work	Work	Work
3:00pm - 4:00pm	Work	Work	Work	Work	Work	Work	Work
4:00pm - 5:00pm	Work	Work	Work	Work	Work	Work	Work
5:00pm - 6:00pm	Work	Work	Work	Work	Work	Work	Work
6:00pm - 7:00pm	Work	Work	Work	Work	Work	Work	Work
7:00pm - 8:00pm	Work	Work	Work	Work	Work	Work	Work
8:00pm - 9:00pm	Work	Work	Work	Work	Work	Work	Work
9:00pm - 10:00pm	Work	Work	Work	Work	Work	Work	Work
10:00pm - 11:00pm	Work	Work	Work	Work	Work	Work	Work
11:00pm - 12:00am	Work	Work	Work	Work	Work	Work	Work



# DEVELOPMENT AND EXECUTIVE FUNCTIONING SKILLS

- Begin in infant/toddler years
- Continue to develop well into adolescence and early adulthood
  - Marathon Vs. Sprint
- **Handout – Table 1.1**





# UNIVERSAL STRATEGIES AND SUPPORTS



- **School - Wide PBIS Lessons**

- **Handout – Examples (Learning to Problem-Solve, Paying Attention, End of Class Routine, Studying for Tests)**



# **DOING (BEHAVIOR) SKILL STRATEGIES**

**RESPONSE INHIBITION**

**EMOTIONAL CONTROL**

**SUSTAINED ATTENTION**

**TASK INITIATION**

**FLEXIBILITY**

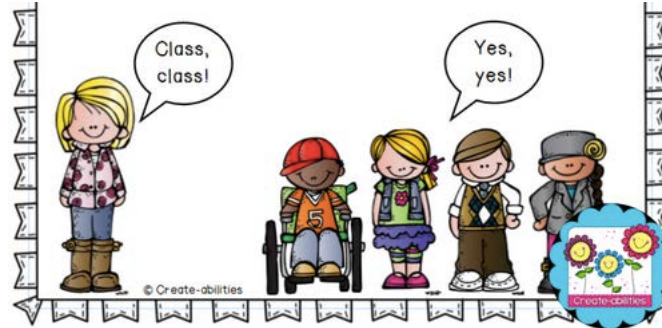
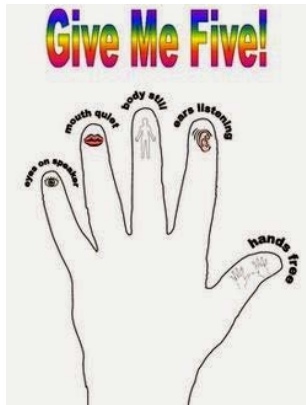
**GOAL-DIRECTED PERSISTENCE**



- Present material that is appropriately matched to student instructional level
- Use brisk pace of instruction
- Incorporate student interests and preferred activities
- Establish clear classroom rules and expectations
  - Teach, Model, Practice
- Use effective commands
- Increase (specific) praise for appropriate behavior
  - “Tyler, I love how you got right to work on your assignment. Great Job!”
  - ”Sarah, thank you for putting your math homework in the correct folder.”
- Use desk dividers or privacy folders during times that demand significant attention

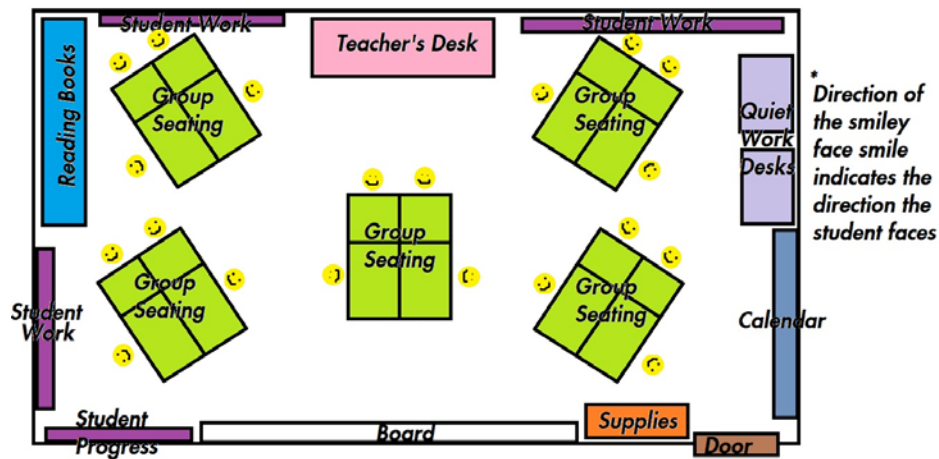


- Attention signals



- Active supervision

- *Classroom Layout Considerations*



- Intersperse brief and easy tasks among more difficult ones
  - Behavioral Momentum
    - "Tyler, please pass these papers out. Tyler please write your name at the top of the page. Tyler please write 2-3 sentences."
- Provide opportunities for choice
- Provide high number of opportunities to respond to academic material\*

Response Cards Example



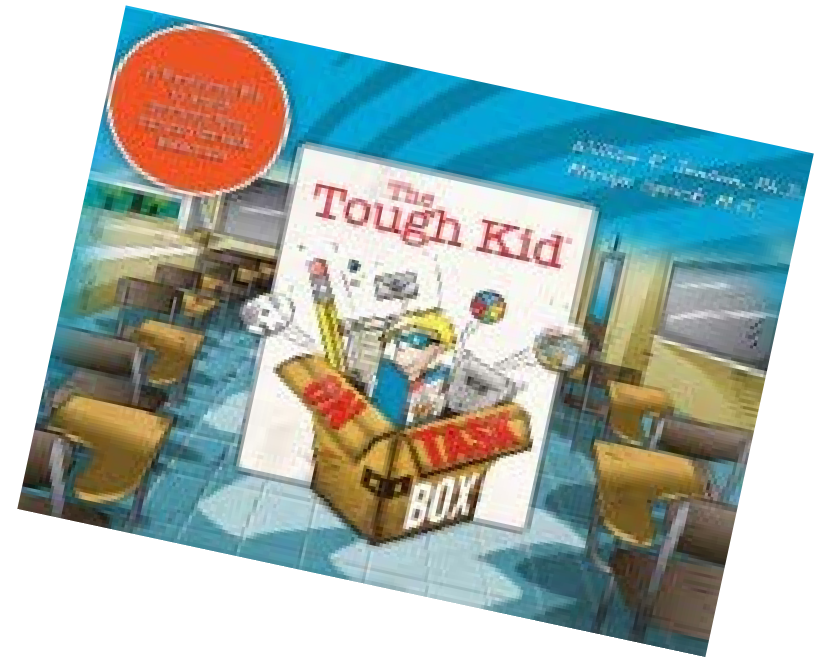


- Teach and practice self-monitoring

- Handout – Attention Monitoring Checklist

- <https://www.interventioncentral.org/self-management-self-monitoring-attention>

Student:			Teacher:		
Date:			Date:		
On Task = Doing my job, following directions, staying focused on my work			On Task = Doing his job, following directions, staying focused on his work		
Off Task = Walking around room, disrupting others, not doing my job			Off Task = Walking around room, disrupting others, not doing his job		
Watch Checks	On Task	Off Task	Watch Checks	On Task	Off Task
#1 9:00 AM - Writing	👍	👎	#1 9:00 AM - Writing	👍	👎
#2 9:30 AM - Writing	👍	👎	#2 9:30 AM - Writing	👍	👎
#3 10:00 AM - Daily 1	👍	👎	#3 10:00 AM - Daily 1	👍	👎
#4 10:30 AM - Daily 2	👍	👎	#4 10:30 AM - Daily 2	👍	👎
#5 11:00 AM - Daily 4	👍	👎	#5 11:00 AM - Daily 4	👍	👎
#6 12:30 PM - Shared Reading	👍	👎	#6 12:30 PM - Shared Reading	👍	👎
#7 1:00 PM - Math	👍	👎	#7 1:00 PM - Math	👍	👎
#8 1:30 PM - Math	👍	👎	#8 1:30 PM - Math	👍	👎
#9 2:30 PM - MINT/Counselor	👍	👎	#9 2:30 PM - MINT/Counselor	👍	👎
#10 3:00 PM - Mint/Counselor	👍	👎	#10 3:00 PM - Mint/Counselor	👍	👎



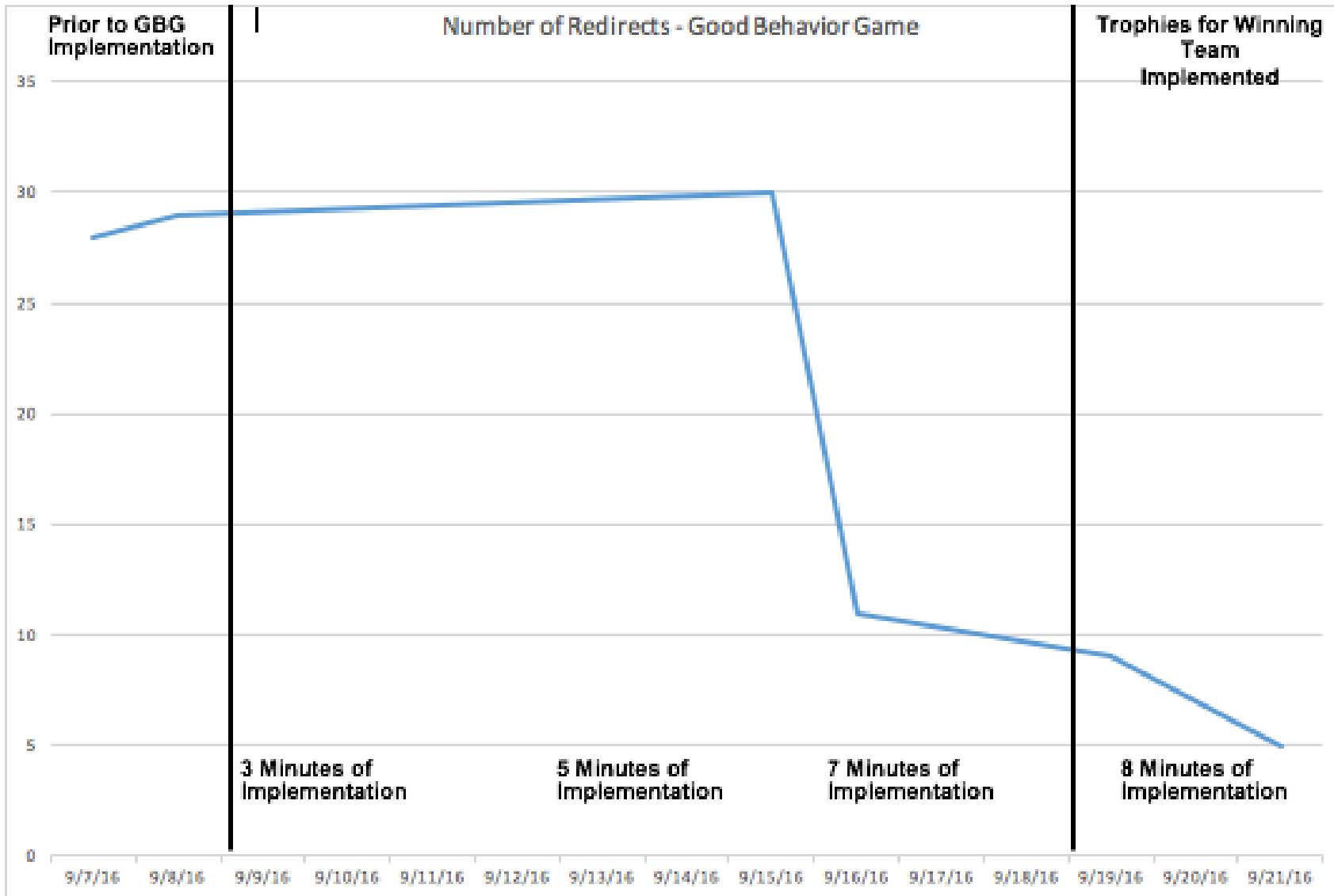
- **The Good Behavior Game**

- <http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game>



**Good Behavior Game Example**





# **THINKING (COGNITION) SKILL STRATEGIES**

**PLANNING**

**ORGANIZATION**

**TIME MANAGEMENT**

**WORKING MEMORY**

**METACOGNITION**









- Visual schedule or reminders of events








## Establish Routines

### Handout – Morning Routine Checklist & End of Day Routine Checklist

#### Morning Routine – Move Quickly!

- \_\_\_\_\_ Backpack 
- \_\_\_\_\_ Red Folder out 
- \_\_\_\_\_ Homework/Notes on blue table 
- \_\_\_\_\_ Do Warm-up 
- \_\_\_\_\_ Hand in warm up on blue table 
- \_\_\_\_\_ Dry erase board on carpet 

#### Afternoon Routine – move quickly!

- \_\_\_\_\_ Get out red folder 
- \_\_\_\_\_ Get papers out of cubby
- \_\_\_\_\_ Put papers in pockets of red folder 
- \_\_\_\_\_ Put pencil box in cubby 
- \_\_\_\_\_ Get Backpack and lunchbox 
- \_\_\_\_\_ Red Folder in backpack
- \_\_\_\_\_ Coat 

Done and ready to go by 4:00

#### End Your Day Like

- C**ollect and sort mail
- H**ave a friend check your agenda
- A**genda and folders packed
- M**ake sure you have everything you need
- P**ut up your chair
- S**tand by your desk



- Provide copies of notes before class or guided notes

- Designing an Experiment
  - Controlling Variables
    - A variable is a factor that can change in an experiment
      - In order to maintain a controlled experiment, only one variable should be changed at a time.
    - The manipulated variable, or independent variable is the one variable that is changed on purpose.
    - The responding variable, or dependent variable is the variable that changes in response to the manipulated variable.
    - An experiment where only \_\_\_\_\_ variable is changed at a time is called a \_\_\_\_\_ experiment.
      - All experiments should aim to be a controlled \_\_\_\_\_ because then it is easier to determine that the \_\_\_\_\_ is directly related to what was \_\_\_\_\_.

*i.e. diff. colors of gummy bears.*

*amt. of time to dissolve*

- Break long assignments into smaller tasks with deadlines for each smaller task
  - *Handouts – Long Term Project Planning & Writing Template for Five-Paragraph Essay*
  - *Handout – Tools for Studying*



# ■ Provide graphic organizers

Name: \_\_\_\_\_

Directions: Write what happened in the story using the ice cream sundae to help organize your ideas.

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

### Event Map

The Event Map is a central circular node labeled "Event" with five arrows pointing to surrounding rectangular boxes. The boxes are labeled: "What happened?" (top), "When did it happen?" (top-right), "Where did it happen?" (bottom-right), "Who was involved?" (bottom), and "How did it happen?" (bottom-left). A sixth box labeled "Why was it important?" is positioned to the left of the central node.

Why was it important?

What happened?

When did it happen?

Where did it happen?

Who was involved?

How did it happen?

Event

The ice cream sundae graphic organizer is shaped like a bowl of sundae with three scoops of ice cream and a cherry on top. The scoops are labeled: "Event #1" (left), "Event #2" (middle), and "Event #3" (right). The cherry is labeled "Setting". The bowl is labeled "Solution to the story".

Characters

Setting

Problem

Event #1

Event #2

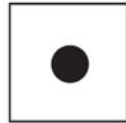
Event #3

Solution to the story





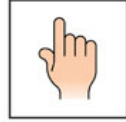
## ■ Task Checklists/Reminders



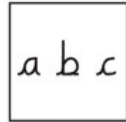
Have you used **full stops** correctly?



Have you used **capital letters** at the start of your sentences?



Does your sentence have **finger spaces** between each word?



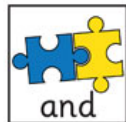
Are all your letters the **right way** round?



Does it **make sense**?



Have you used **interesting words**?




Have you used **connectives**?

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## SUBTRACTION CHECKLIST

STEPS	YES/NO?
1. Do you stop to look at the problem?	
2. Do you say the poem in your head OR ask yourself, "Do I have enough to give?"	
3. Do you cross out numbers when you regroup?	
4. Do you do the opposite to check?	
5. Do you check to see if your answers match?	
6. If you notice a mistake, do you go back and check your problem?	



### A Checklist for the Close Reader

---

- I have read the title of the passage.
- I have read the passage for the 1<sup>st</sup> time.
- I have reread the passage.
- I have read all of the questions.
- I have gone back through the text and searched for evidence to help me answer the questions correctly.

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- Provide scoring rubrics with assignments so students know required elements of assignments

Criteria	Achievement Level		
	Poor (0%)	Satisfactory (50%)	Commendable (100%)
<b>Thesis and Support</b> (34% Weighting)	0 percent The essay may not have any thesis statement, or, at best, a flawed one. Obvious evidence may be missing, and irrelevant evidence may be present.	17 percent The topic is defined only generally; the thesis statement is also general. The supporting evidence, gathered honestly and used responsibly, is, nevertheless, often obvious and easily accessible.	34 percent The topic itself is clearly defined, focused, and supported. The essay has a clear thesis that is supported with specific (and appropriate) evidence, examples, and details.
<b>Organization</b> (33% Weighting)	0 percent Organization is simply deficient: introductions or conclusions are not clearly marked or functional, paragraphs are neither coherently developed nor arranged, topic sentences are consistently missing, murky, or inappropriate; transitions are missing or flawed.	16 percent The organization is fairly clear. The reader could outline the presentation, despite the occasional lack of topic sentences. Paragraphs have adequate development and are divided appropriately.	33 percent The organization—chronological, spatial, or emphatic—is appropriate for the purpose and subject of the essay. The introduction establishes a context, purpose, and audience for writing and contains a focused thesis statement.
<b>Style and Grammar</b> (33% Weighting)	0 percent Numerous and consistent errors of spelling, usage, and punctuation hinder communication.	16 percent The expression is competent. Sentence structure is relatively simple, relying on simple and compound sentences. The paper is generally free of sentence-level errors; word choice is correct though limited.	33 percent The prose is clear, readable, and sometimes memorable. It contains few surface errors, none of which seriously undermines the overall effectiveness of the paper for educated readers.

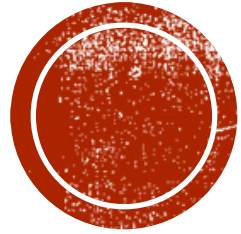
Close Print

CATEGORY	4	3	2	1
<b>Focus on Assigned Topic</b>	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
<b>Accuracy of Facts</b>	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
<b>Requirements</b>	All of the written requirements were met.	Almost all (about 90%) of the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
<b>Creativity</b>	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.



- Notebook, Homework Management System
  - **Handout – Daily Homework Planner**
  - *Usage and reinforcement of planners*
- Self-Monitoring Homework Completion System
  - Includes feedback on rate of homework completion/missing assignments
- Schedule regular binder or folder checks
  - Use incentives or rewards to reinforce organization
- Schedule regular desk/locker cleanouts
  - **Handout – Desk Cleaning Checklist**
- Desk Fairy Checks
- Organize materials for absent students to complete when they return
  - "Ketchup folder"
  - Set aside time to meet and set goals (including timelines for completion)





# TARGETED STRATEGIES AND SUPPORTS



## ■ Task Completion\*

- Student creates order for completion of tasks
- Placed on desk
- Cross off as they finish

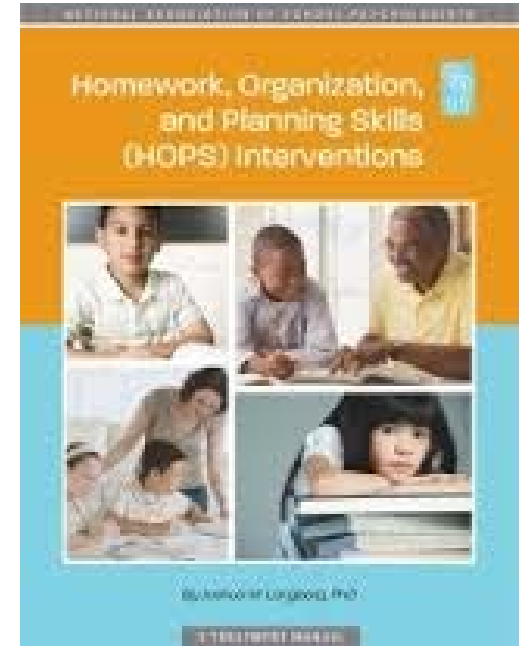


## ■ Check-In-Check-Out

- Includes teacher check-ins with student to set goal(s) at start of period and then checks out with student at close of period
- Student receives points/incentives for attaining goal(s)



- **Homework, Organization, and Planning System (HOPS)**
  - Curriculum based intervention that provides strategies including:
    - Binder management system
    - Homework tracking/completion
    - Provides opportunities for reinforcement of skills
  - Easily adaptable for different grade levels
    - Secondary targeted
  - Can also be adapted for class-wide/universal or individual supports



- <https://nasp.inreachce.com/Details?&groupId=4855787c-7a1e-47d7-94cb-9e9aa942c495>



Binder	HOPS Session Number						
Student brought binder to session (if no, student gets binder and mark <i>N</i> for criterion; if student cannot get binder, mark <i>N</i> for <i>all</i> binder criteria).							
The student's planner/assignment notebook or the Homework Assignment Tracking Sheet is secured by three rings in the binder.							
There is a section for each subject the student is taking (e.g., math, science, etc.) <i>and</i> a homework folder in the student's binder.							
All homework to be completed is in the left side of homework folder and all homework to turn in is in the right side of folder.							
There are no loose papers in the binder.							
All papers are in the appropriate class folder/section (e.g., math worksheets are in the math section).							
No old class papers are in the binder (e.g., no papers from a previous quarter that should be thrown away or filed).							
<i>Number of binder criteria met (# of Ys/7)</i>							



Locker/Desk					
The books are neatly stacked (or shelved) with the spines facing out so that the student can easily grab one in between classes or after school.					
There are no loose objects (papers, pencils, pens, toys, magazines, etc.).					
There is no unnecessary clothing.					
<i>Number of locker/desk criteria met (# of Ys/3)</i>					

Bookbag					
If session is late in day: Books needed for homework are in bookbag. If session is early in day: Books needed for class are in bookbag.					
There are no books in the bookbag that are not needed for class or to complete homework assignments.					
There is no loose paper in the bookbag.					
There are no loose objects in the bookbag (pencils, pens, toys, etc.).					
<i>Number of bookbag criteria met (# of Ys/4)</i>					





## HOMWORK ASSIGNMENT TRACKING SHEET

Week of \_\_\_\_

Class/Subject	Monday ____	Tuesday ____	Wednesday ____	Thursday ____	Friday ____
	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____
	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____	Teacher Initials ____ # Missing Assign. ____



## POINTS SYSTEM TRACKING SHEET

HOPS Session Date						
<b>Earned Today</b> <i>Teacher Initials</i>						
<b>Earned Today</b> <i>Organization</i>						
<b>Earned Today</b> <i>Time Management</i>						
<b>Total Points</b> <i>Earned Today</i>						
<b>Total Points</b> <i>Overall in Bank</i>						

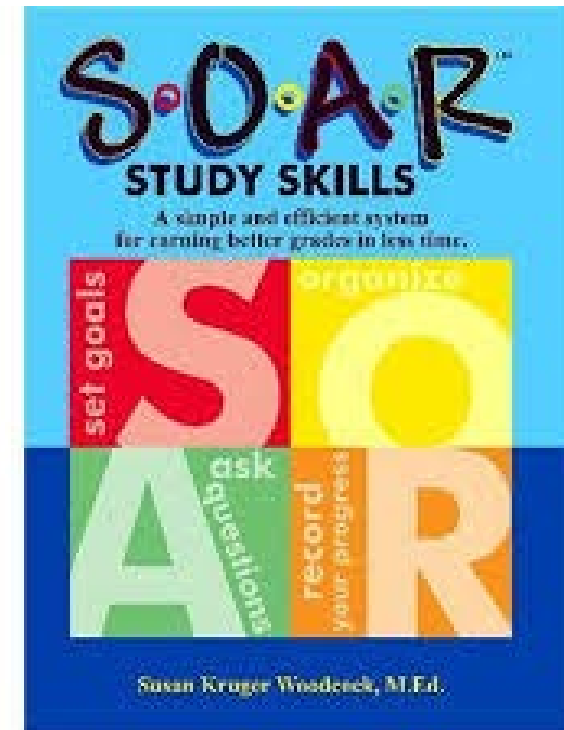


## ■ SOAR

### ■ Curriculum based intervention that teaches students how to:

- Identify strengths
  - Set goals
  - Establish priorities
  - Manage time
  - Organize papers, desks, lockers and other space
  - Speak and listen effectively
  - Work with teachers and peers
  - Read and understand textbooks
  - Take notes
  - Study for tests
  - Write research papers
  - Prepare for presentations
  - Track long-term goals
- 
- Can also be modified for grade levels
    - Late elementary/secondary targeted
  - Capability to be universal or individual application

■ <https://studyskills.com/>



Set Goals

Organization

Ask Questions

Record your Progress



## **Section 1: How are you Smart?**

- Chapter 1: Many Types of Intelligences

## **Section 2: Set Goals**

- Chapter 2: Establish Your Priorities
- Chapter 3: Identify Your Goals
- Chapter 4: Schedule Time to Take Action

## **Section 3: Organize**

- Chapter 5: Organize Your Papers
- Chapter 6: Organize Your Space
- Chapter 7: Organize Your Time

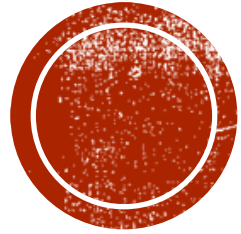
## **Section 4: Ask Questions**

- Chapter 8: Interacting with Teachers
- Chapter 9: Reading Textbooks
- Chapter 10: Writing Papers
- Chapter 11: Taking and Studying notes
- Chapter 12: Taking Tests

## **Section 5: Record your Progress**

- Chapter 13: Tracking Your Grades
- Chapter 14: Monitoring Your Goals
- Chapter 15: Recognizing Your Achievements





# INDIVIDUAL STRATEGIES AND SUPPORTS

- Preferential seating, or placement near teacher
- Individualized self-monitoring plan

How the Common Core Works! Series © 2013 Jim Wright [www.interventioncentral.org](http://www.interventioncentral.org)

### Student Self-Monitoring: Behavior Rating Scale

This self-rating scale allows you to rate how well you carry out selected behaviors.

**How to Use This Behavior Rating Scale.** This scale is to be used to rate your selected behaviors at the end of a pre-determined period (e.g., after independent work; at the end of the school day; at the end of math class.)

**How to Set Up the Behavior Rating Scale:** Follow these steps to prepare the rating scale:

- **Select Behaviors.** In the left column of the table below, write down up to 6 behavior goals that you plan to rate (e.g., stay in seat, complete seatwork, work well with others, participate in the activity, keep workspace clear).
- **Choose a Schedule for Completing the Rating Scale.** Decide when you will fill out this self-rating scale (e.g., after independent work; at the end of the school day; at the end of math class; just before lunch and again at school dismissal).

I plan to complete this rating scale on the following schedule:

Behaviors: How well did I...	1 Date	2 Date	3 Date	4 Date	5 Date
•	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
•	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
•	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
•	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
•	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor

Schedule	Student Rating	Teacher Agree/Disagree	Points Earned
Breakfast/Morning Work			___ 1 ___ 0
Morning Meeting			___ 1 ___ 0
Writing			___ 1 ___ 0
Shared Reading			___ 1 ___ 0
Daily Reading Block 1			___ 1 ___ 0
If 5/5 Points Earned = REWARD			___ / 5

Points	
= 1	I Stayed On-Task by Starting, Continuing and Finishing My Work. I Followed Directions.
= 0	I Did Not Stay On Task and Was Distracted. I Did Not Finish My Work.

## Individual Self-Monitoring Example



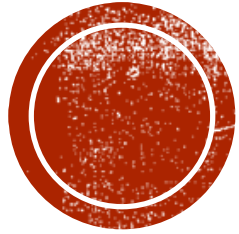
- Goal setting
  - Start by creating long-term goal
  - Break long-term goal down into smaller short-term goals
  - Work with student to track progress and reinforce when goals achieved
- Individualized Organization Plan
  - Incorporate self-monitoring and incentives
- Individualized Homework Contract
  - Utilize goal setting, a written contract and rewards
  - Focus on breaking assignments down to smaller, more manageable tasks
  - <http://www.interventioncentral.org/academic-interventions/study-organization/homework-contracts-tapping-power-parents>





- **Homework Club**
  - Before and after-school support with homework
- **Responsive Plan**
  - Includes alternative seating options, break options, alternative means to complete assignments, etc.





# **ACTION PLANNING**



School:

Date:

Domain to Target	
Goal	

Interventions	1.
	2.
	3.

Target Students/Group/Level	
Where will intervention occur?	
When will this intervention occur? (frequency, duration, time)	
Who will be implementing this intervention?	
How will we evaluate progress?	



School:

Date:

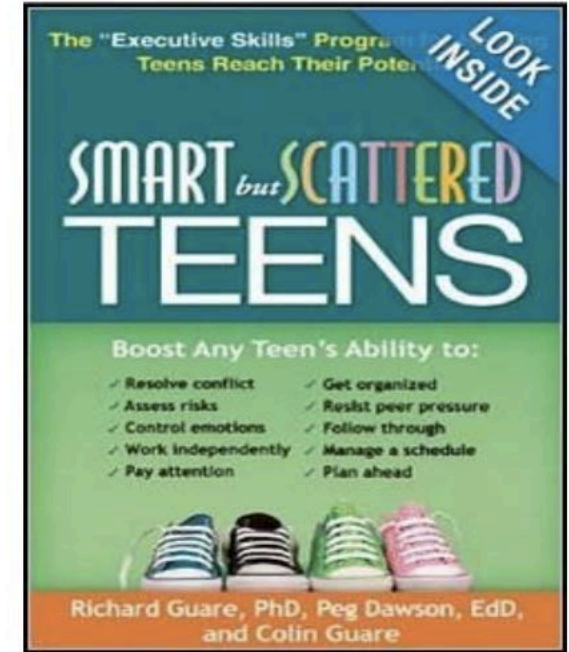
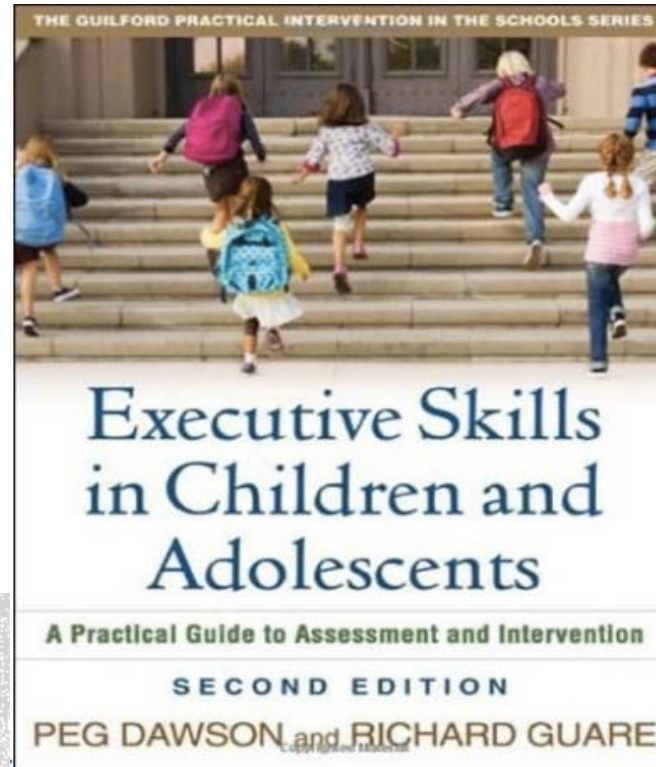
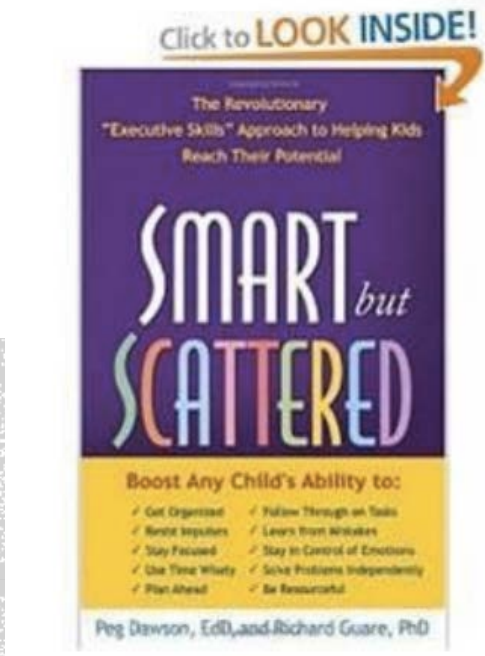
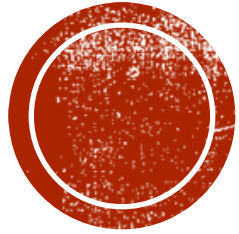
Task	Timeline	Who is Responsible?

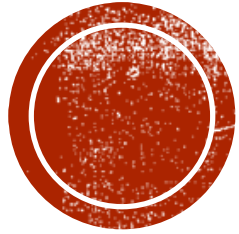


- Over the next few weeks – I challenge you to choose a teacher or group of teachers to implement one or more of the (MANY) strategies discussed today
- Utilize the action plan form to develop a plan and monitor progress
- Bring feedback/data with you next time you meet as a group and discuss



# RESOURCES





# QUESTIONS?

**Contact Information:**

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