Executive Function & Self-Regulation
Meeting the Need Through Counseling and Collaboration
Claire Brantley M.Ed NCC
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Learning Objectives:
After viewing this webinar you should be able to:
• List the skillsets involved in executive function and self-regulation.
• Identify the primary tasks for executive functioning and self-regulation development throughout the elementary years and beyond.
• Use provided individual, group, and classroom interventions to foster executive functioning and self-regulation skills.
• Discuss how to share this information with parents and teachers to create a partnership of support.
What Is EFSR?

EFSR involves 3 cognitive skill sets:

- Working memory
  The ability to retain and manipulate short-term info

- Inhibitory control
  The ability to set priorities and resist impulses

- Mental flexibility
  The ability to hold and shift attention based on demands

How Does EFSR Develop?
Dispelling Common Myths

- EFSR does **NOT** develop automatically as children mature! Young children who have problems with these skills will **NOT** necessarily “outgrow” them.
- Children with EFSR deficits are **NOT** intentionally uncooperative!

Making Connections

EFSR skill sets develop through **pruning**:
- Connections that are used become stronger
- Connections that are not become weaker
Making Connections

EFSR skill sets develop through **pruning**:  
• Connections that are used become stronger  
• Connections that are not become weaker
What Can Go Wrong?

Two factors can contribute to EFSR deficits:

- Normal individual differences (e.g. temperament, family history, etc.)
- Adverse environment, relationships, and/or experiences

More Consistency

Less Consistency
Implications

<table>
<thead>
<tr>
<th>Social Emotional</th>
<th>Academic and Career</th>
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<tbody>
<tr>
<td>• Aggressive behavior</td>
<td>• Reading and math achievement</td>
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<tr>
<td>• Negative impact on peer interactions</td>
<td>• Citizenship</td>
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<tr>
<td>• Mental health disorders (e.g. autism, ADHD)</td>
<td>• Organization</td>
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<td>• School refusal</td>
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A Brain Workout in Every Interaction

Establish routines
Stretch creativity
Use memory checks
Teach emotion regulation
Practice social skills
Provide choices
Presentation Resources
www.smore.com/4gte0

Counseling Interventions
Core Curriculum (Tier 1)
Small Groups (Tier 2)
Individual Support (Tier 3)
Core Curriculum

• Use an approach that gradually reduces the child’s dependence on adult support (scaffolding).

• Explicitly teach EFSR skills like self-control.  
  Example: Self-Control Bubbles lesson on website

• Time taught teaching and practicing coping skills reinforces EFSR connections in the brain.  
  Example: Performing Under Pressure lesson on website

• Routinely incorporate brief EFSR activities in classroom lessons (yoga, listening bell, timers, etc.).

Small Group Action Plan

<table>
<thead>
<tr>
<th>ASCA Mindsets &amp; Behaviors</th>
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<tbody>
<tr>
<td>B-SMS.2. Demonstrate self-discipline and self-control</td>
</tr>
<tr>
<td>B-SMS.10. Demonstrate ability to manage transitions and adapt to changing situations and responsibilities</td>
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<tr>
<td>B-SS.9. Demonstrate social maturity and behaviors appropriate to the situation and environment</td>
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Small Group Action Plan

Curriculum and Materials
Warriors with Self-Control
A RAMP-approved small group curriculum by Erin Hurley

<table>
<thead>
<tr>
<th>Process Data</th>
<th>Perception Data</th>
<th>Outcome Data</th>
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<tbody>
<tr>
<td>7 male first-grade students 7 weekly small group sessions</td>
<td>Parent, teacher, and student versions of a six-item pre-/post-test</td>
<td>Pre-/post report card marks for self-control</td>
</tr>
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Start with a Classroom Observation

- The form I like best is on the website. It is very in-depth, but this provides a very specific snapshot of what skills need to be developed!
- First, review results with the teacher. Discuss which goals to prioritize and what new strategies can be tried.
- Next, review results with the family. This is when I explain to what extent I can work with and support the student.
- Then, review results with the student. This is how I support the student’s sense of agency and empowerment!
EFSR Individual Counseling Goals

Develop agency and empowerment over what’s within their control
Increase self-monitoring
Learn strategies for shifting back to the demand
Strengthen working memory, inhibitory control, and mental flexibility

Using the Roundom App

- Editable counseling guide template on the website!
- Presents classroom observation results in a positive, kid-friendly way.
- Creates buy-in! What’s something the student is very interested in? (cars, a sport, a TV character, etc.)
- Even incorporates math that can be adapted to any skill-level (e.g. addition, subtraction, fractions, decimals, percentages, etc.)
Using the Tortoise and the Hare

- More geared toward lower elementary level

Collaboration Ideas

Parent Workshop
Staff Development
Thank you!

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