




# **EXECUTIVE FUNCTIONING with TARGET SETTING**

Webinar for the Virtual School

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Hampshire &  
Isle of Wight  
Virtual School

# Aims and objectives



For delegates to gain an understanding of executive functioning skills



For delegates to develop skills in Specific Achievable, Measurable, Realistic and Timely (SMART) target setting

## **Indicators of Executive Functioning difficulties**

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Planning and organisation

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Inhibition of responses

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Shifting from one task to another

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Transitioning

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Initiating and completing tasks

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Working memory

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Self -monitoring

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Attention control

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Coping with unstructured time

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# Planning and organisation



Cannot organise themselves for the morning and evening routines resulting in being late or not completing homework

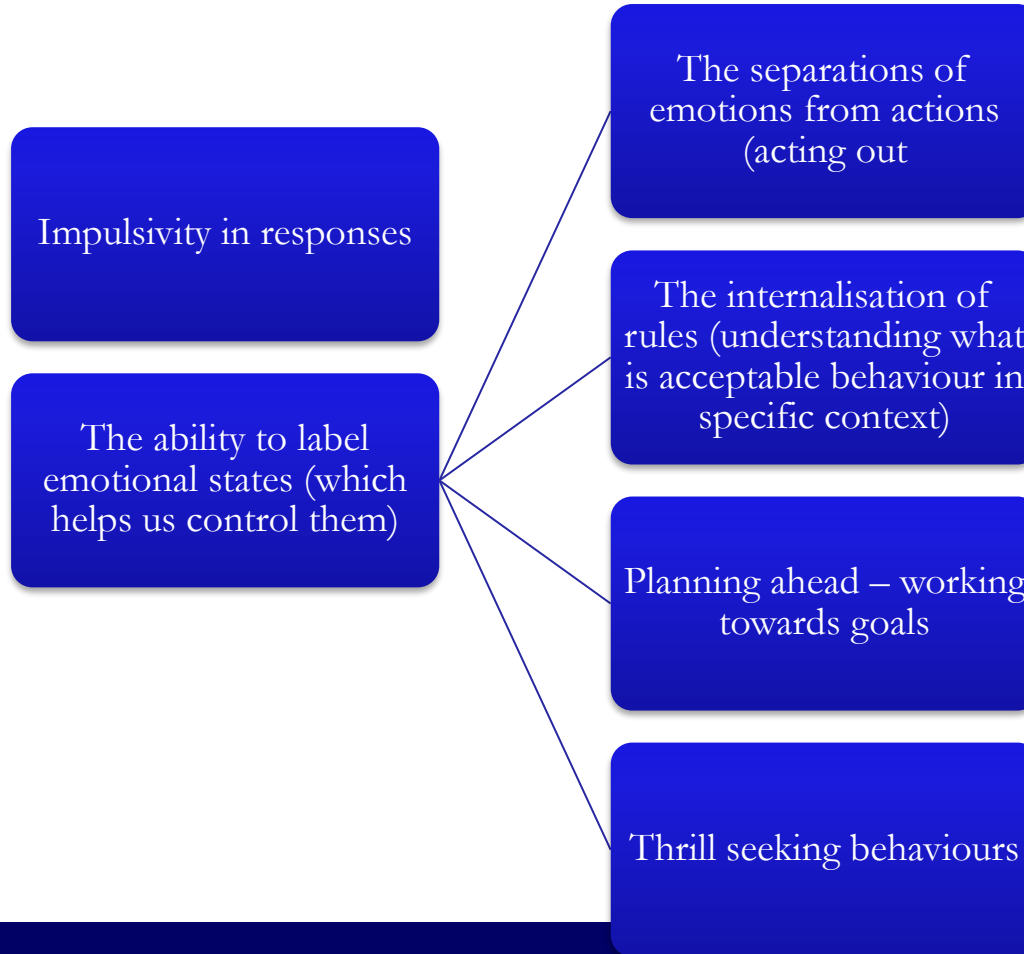


Cannot organise their belongings – forget PE kit, equipment



Cannot organise their (often very creative) ideas for writing on the page leading to task avoidance

# Inhibition of Responses



# Inhibition of responses



Having difficulties calming down after an altercation



Having uncontrolled emotional outbursts (anger, anxiety, distress)



Poor frustration tolerance – difficulties controlling reactions



Overreaction to attention (may become loud, overexcited)



Difficulties with unstructured time



Experience overwhelming feelings



Overreaction to unseen triggers.

# Transitioning and shifting



Difficulties stopping with one task and starting another. By directing a child to stop a task when it is not finished “interrupting” their flow can be very triggering



Fear of what maybe ‘coming next’ . I wont be able to do it.....



Unpredictability and change is triggering. This needs to be viewed in the context of a child with a disrupted care history

## Task Initiation and completion

Task initiation can be daunting and can be physically and mentally unbearable for some children. Many children have difficulties with



Prioritisation



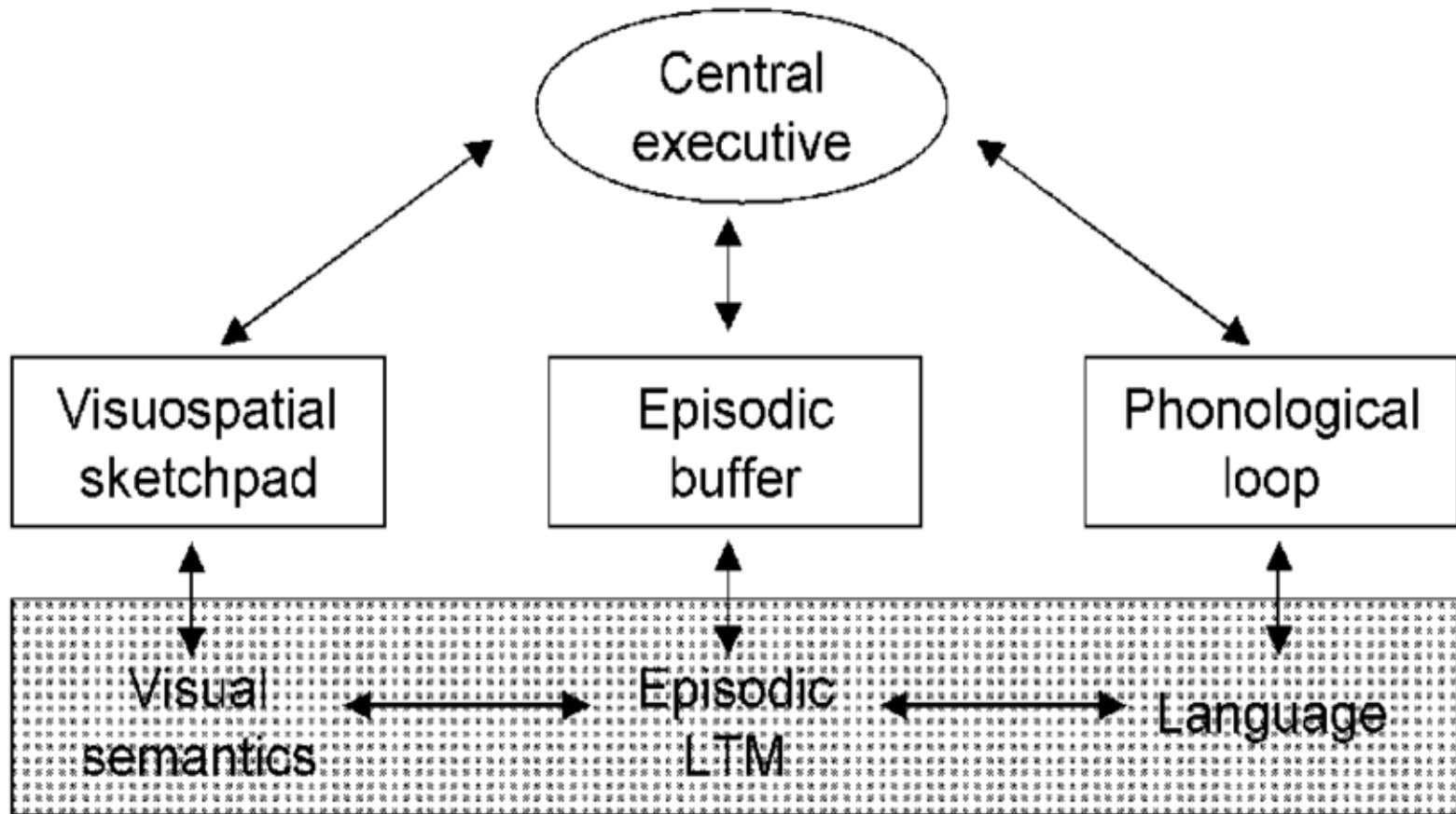
Problems with time management



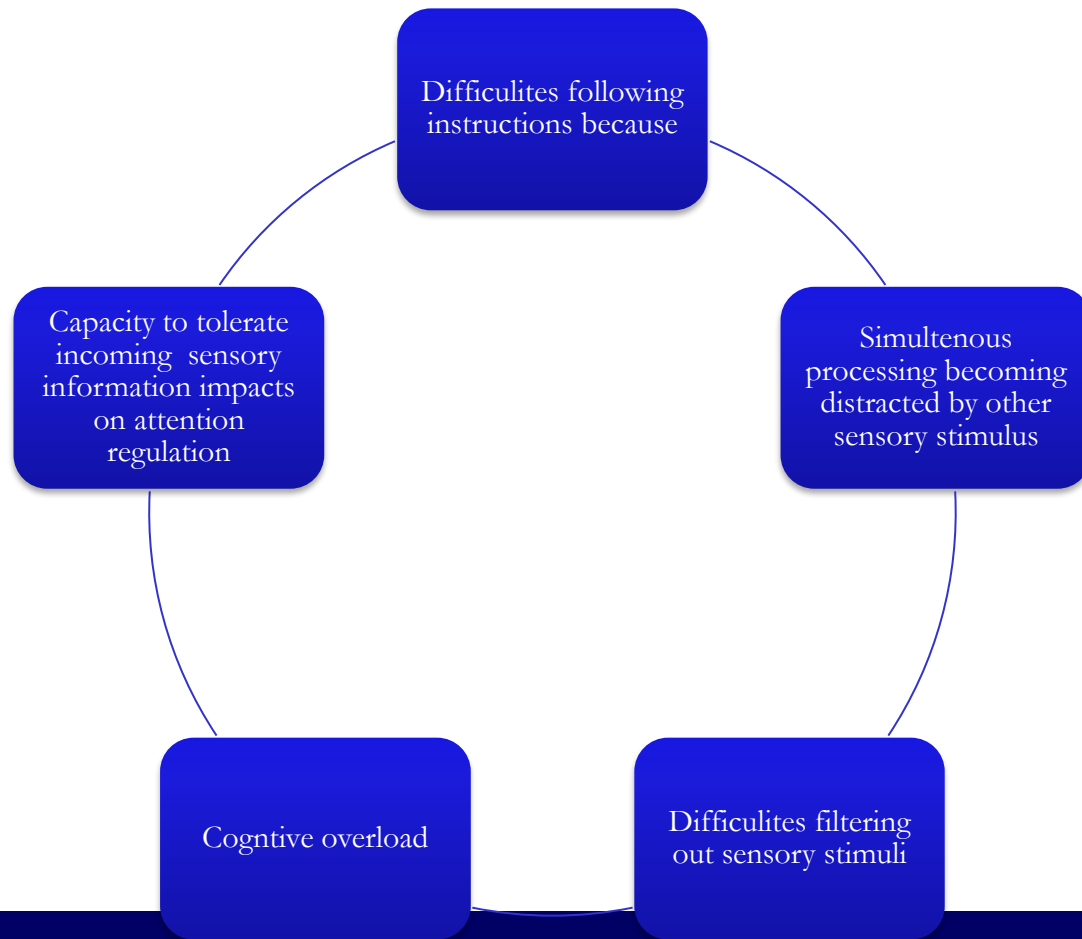
Problems with simultaneous processing of information



# Working Memory



# Working memory and auditory processing



# Attention Regulation



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# Self-Monitoring



Self-monitoring is the capacity to observe (or measure) and evaluate one's own behaviour. It is a crucial component of executive functioning.



Self-monitoring means being able to plan, focus attention, remember instructions, and juggle multiple tasks successfully.



How do I feel?”,



Am I on task?”



“How much time do I have left to work on this task?”.



# TARGET SETTING –Step one



Before you start teaching your student how to monitor their behaviour, both you and your student need to work together to identify target behaviours that need to be improved. By doing so, you are also teaching them to be more independent and responsible for their actions.



Which behaviours do they think are inappropriate in the classroom?



Why do children think they engage in such behaviour?

## Example behaviours

Calling out

Listening to instructions

Remaining seated


Task initiation

Task completion

Remaining on task

Shifting task to task

# Step 2 - Choose a method for the child/adult to recording self-monitoring

Ways of recording self-monitoring data	Examples – Specific, Measurable, Achievable, Realistic
List the behaviours to be improved	<ul style="list-style-type: none"><li>• Having all equipment for the lesson provide a check list</li><li>• Remain in seat for 10 minutes</li><li>• Raising hand ( not calling out )</li></ul>
Frequency counts – how many times do they keep to the target behaviours	<ul style="list-style-type: none"><li>• Number of times the hand was raised</li><li>• Number of times they remained in the seat</li></ul>
	

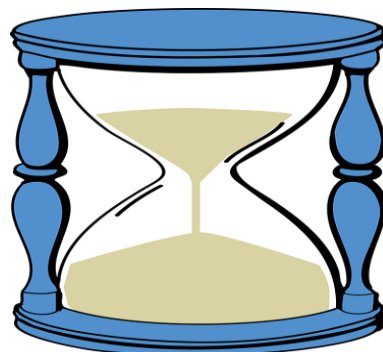
## Step 3- Self-monitoring -choose the lessons/time periods

Self-Monitoring behaviour at	Example = Time monitored
Registration	Hand up to answer questions in the 15 minutes of registration
Maths	<b>In each 10 minute task</b>
English	<b>In each 10 minute task</b>



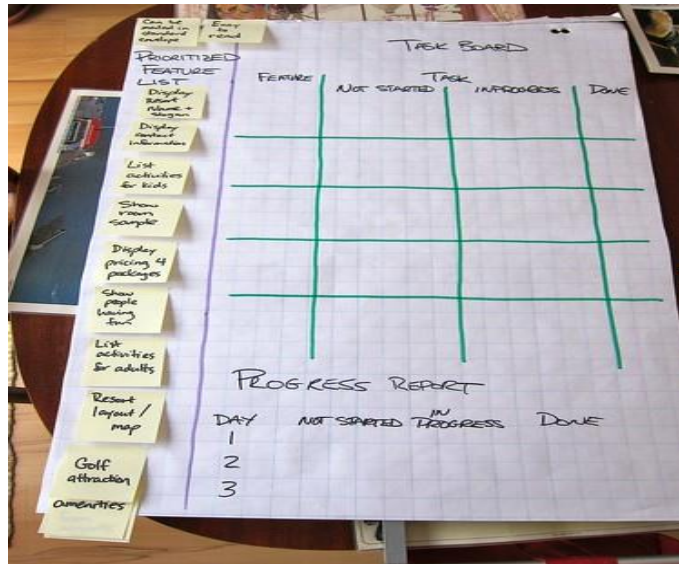
# Step 4 – Support strategies

- Egg timers
- Adult check ins
- Clocks
- Trigger cards



# Step 4 – Support strategies

- Visual timetables
- Now/next boards
- Task boards



# Reinforcing the target behaviour



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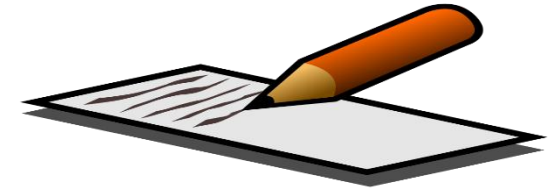


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# The Importance of Feedback

- On the task outcome
- On the process
- On the learning behaviour



# Have a go!

Target behaviour	Frequency Target, when, where how often	Visual supports (now/next)	Reinforcement (rewards and type of feedback)

# Shared examples



## Virtual School Moodle

[Virtualschool.hants.gov.uk](https://virtualschool.hants.gov.uk)

Central place for all Virtual School information, advice and guidance.

It is open to all (**just click and sign in as guest**) to access all of the information, links, useful resources and mini training soundbites.

## Virtual School Website

[www.hants.gov.uk/educationandlearning/virtual-school](https://www.hants.gov.uk/educationandlearning/virtual-school)

# Evaluation

*“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”*

*Alexander Den Heijer*



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# Hampshire Virtual School

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