

PEP toolkit: executive functioning

Virtual
School

Hampshire Virtual School



Executive functioning

Children and young people who have experienced trauma and inconsistent attachments can demonstrate needs related to their executive functioning

These executive functions form the basis for problem-solving skills in everyday life.

Adults may perceive difficulties in these areas as deliberate attempts to 'thwart authority'. However, this is not necessarily the case.



Executive functioning: the development of self-monitoring and meta-cognition

Develop self-reflective functioning skills: ask pupils to share things they have done and what they found hard – how did they overcome this? How can they apply this process again?

Self-evaluation: what have you achieved? How do you feel? What was the memorable part of the lesson? What skills have been mastered? What was difficult? What are you proud of?

These approaches help to develop a growth mindset.



Executive functioning: the development of self-monitoring and meta-cognition

- What have I done before that could help me with this task?
- How have I overcome difficult tasks in the past?
 - How did I feel at the start of the difficult task?
 - How did I feel once I started/finished it?
 - What am I good at that could help me?

