

# Executive Function Worksheet

Find your child's EF challenges and check off the interventions that have been effective (or you think may be effective). Talk them over with his teacher(s).

## PERFORMANCE CHALLENGES RELATED TO ADHD & EFD

### Getting started and finishing classwork

- Use reminders: visual (Post-it note, timer) or aural (alarm, adult prompt).
- Give a private signal as a reminder; pull your ear.
- Student selects nearby student to tap his arm as a reminder.

### Remembering, completing, and submitting assignments

- Use [remind.com](http://remind.com) software to notify student and parent of assignments.
- Appoint "row captains" to check to see that homework assignments are written down and later submitted.
- Let student take a picture of the posted assignment on his cell phone.

### Losing homework

- Notify parents of missing assignments.
- Parents should keep all finished papers, review with child, and submit missing work.

### Following directions

- State directions clearly: Step 1, do all odd problems. Step 2,....
- Post directions on board or give written copies to students.

### Getting organized

- Walk all students step-by-step through organizing their notebooks, and check them regularly.
- Ask another student to help him organize his notebook.
- Parent/tutor reviews student's notebook weekly and helps with organization.

### No sense of time (late)

- Have student set watch or cell phone alarm to keep up with time.
- Parents review how much time is needed for driving, parking, visiting the locker, and talking with friends. Leave early enough to get to school on time.

### Changing activities or classes

- Give a warning, "Finish up. In five minutes

you need to start work on your math assignment/leave for lunch, PE, or art."

### Planning ahead

- List step-by-step requirements, divided into segments with separate due dates.
- Notify parents/students of pending separate due dates.

### Controlling emotions, acting impulsively, talking a lot, or daydreaming

- Medication is most helpful when a child talks a lot, daydreams, blurts out, or interrupts.
- Take a photo of the child raising her hand; tape it to her desk as a visual reminder.
- Give opportunities to talk more: read the morning bulletin, read stories to younger children.

## COMMON ACADEMIC CHALLENGES

### Slow processing speed (slow reading, writing, responding to questions, and taking longer to complete tests and homework)

- Shorten assignments (e.g., every third math problem).
- Give extended time on tests.
- If student spends hours completing homework that takes most students 30 minutes, shorten assignments.
- Allow student to write answers only, not the questions (photocopy questions).
- Ask a question, give a few minutes to think, and come back to student for answer.

### Remembering key points in lectures and what they read and study

- Appoint a note taker who copies and shares with the class.
- Have student slide color cellophane strip or ruler down the page to highlight and help him focus on what he's reading.
- Use erasable highlighter to note important information.
- Underline main noun and verb in first sentence in each paragraph to identify main idea.
- Write key points on Post-it notes.
- Teach test-taking skills.

- Encourage students to review test material briefly right before going to bed.

### Memorizing facts: letters, numbers, words, multiplication tables, math formulas, and foreign languages

- Use memory tricks, such as acronyms or mnemonics.
- Write key facts on strips of poster board and post at school or home.
- Consider *Times Tables the Fun Way*, a book that helps kids memorize math facts.
- Post chart with multiplication tables on desk.

### Analyzing, synthesizing, paraphrasing, and problem-solving

- Provide step-by-step written instructions for assignments.
- See tips below for organizing and writing essays.

### Writing essays or reports

- Have student dictate essay to a "scribe" or parent to type, then edit and organize on the computer.
- Use graphic organizers with step-by-step tips for essay components.
- Average two grades on essays—one for content and one for grammar.
- Give topic choices of only two or three titles, quickly narrow down to one topic.

### Completing complex math/algebra problems

- Solve sample problem and leave on the board.
- Have students work in pairs (teacher explains problem, students make up their own examples, and discuss answers).

### Completing long-term projects on time

- Provide graphic organizer to plan necessary steps to complete the project.
- Provide a job card with steps required for completion.
- Divide long-term projects into segments with separate due dates and grades.
- Notify parents about projects. Include this in the student's IEP or 504 Plan.