

Executive function

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Relational approaches



Developing Relationships

Repairing & Restoring

Resolving Conflict:

Everyday restorative interactions to resolve minor conflict and disagreements and create a shared understanding

Repairing Harm:

Restorative encounters to discuss the breaking of agreements, the impact (consequences) on others and to restore relationships

Supporting Change: What additional support / action

is needed?

Building Relationships: Developing safety, security

and trust through protection, connection, understanding and care

Supporting Inclusion:

Facilitating access to learning, ensuring social inclusion and developing individual skills

Setting Boundaries:

Responding

& Calming

Reaching agreements and building a shared understanding of expectations. Establishing clear processes for resolving difficulties

Keeping Calm:

Using everyday interactions to maintain relationships and agreements and promote a calm and supportive learning environment

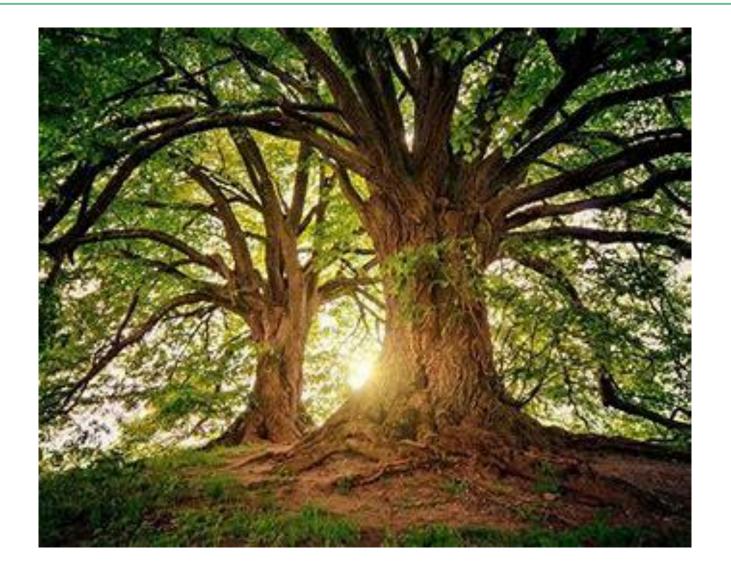
Regulating Emotions:

Using key relational skills to regulate strong emotions and calm behaviour

Managing Crisis: Having clear plans to ensure satisfy and support







Five ways to wellbeing:

- Connect
- Be active
- Take notice
- Keep learning
- Give

Three key strategies to help EF



- Classroom environment
- Check lists at home and at school
- Understanding unstructured time at school



- 1. Relational approaches / wellbeing
- 2. Three key things to help EF
- 3. What is executive function?
- 4. What will we see in pupils?
- 5. Strategies to support executive function.
- 6. SWOT analysis
- 7. Feedback

What is executive function?



Executive Function is a term used to describe a set of mental processes that help us to connect experience to present action. These functions enable us to plan, organise, strategise, pay attention to and remember details.¹ They develop across childhood and into early adulthood.

- Such a big and broad area
- Context specific executive function
- Needs led approach
 - Knowing the pupils
 - spotting warning signs
 - knowing how to help

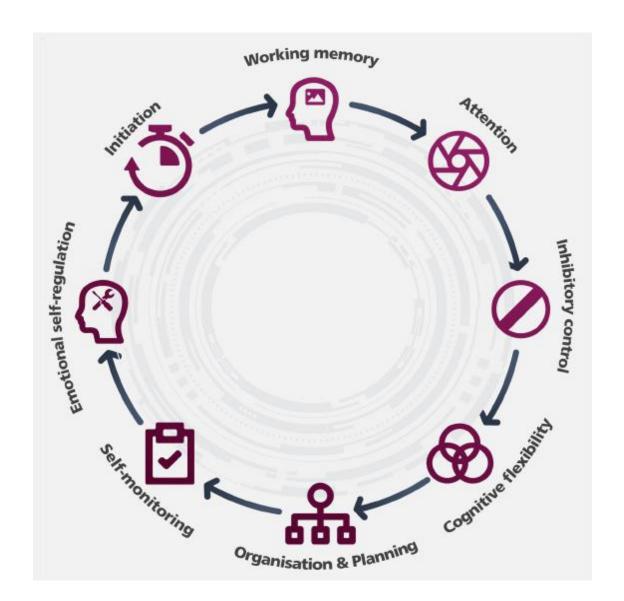


Teacher Handbook: SEND (NASEN Jan 24 update)

What will we see in pupils?



- In lessons
- At unstructured times
- At home



Strategies to support EF



- Direct teaching of planning and organising
 - teaching how to organise materials
 - teaching how to organise ideas and information
 - teaching how to organise writing
 - teaching organisational strategies for note-taking
 - teaching organisational strategies for revising

What can it look like in practice?

For example:

Visual



Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning





- Checklists
- Learning strategies visuals
- Routines rehearsing steps
- Modelling and reinforcing executive function skills
- Practising self-reflection and self-monitoring
- Thinking and focusing
- Managing transitions
- Environment

SWOT analysis



Leading your school to develop executive functioning strategies.

SWOT Analysis

S: Strengths	W: Weaknesses	
O: Opportunities	T: Threats	



- Sharing centralised resources (e.g. visuals) for all teachers to access
- Task board templates
- Graphic organisers
- Executive Function Champion
- Apps/Assistive Technology

Questions and feedback



Executive function evaluation

