

School Interventions for Students with Problems in Executive Functioning

Function	Problems	Interventions
Inhibiting	Ability to control impulses; to appropriately stop one's own behavior at the proper time.	Provide redirection. Provide lots of physical activity. Provide a "fidget" or other object to direct physical energy to. Use of weighted vest. "Stop and Think" program. Cue what to do, not what not to do.
Shifting	Ability to: move freely from one situation, activity, or aspect of a problem to another; to make transitions; to solve problems flexibly.	Provide preparation & warnings prior to changes in schedule or activity. Practice switching from one activity to another.
Emotion Control	Ability to modulate emotional responses appropriately.	Teach vocabulary for expressing emotions. Provide a "calming down" place.
Initiating	Ability to: begin a task or activity; independently generate ideas.	Provide prompts to begin. Provide options or choices. Have students repeat instructions.
Working Memory	Ability to: hold information in your mind while you complete a task; to stay with or stick to an activity; to keep information needed to complete a task in mind.	Provide prompts for each step of an activity. Provide word lists or other material needed to complete an assignment. Have student repeat steps needed. Avoid multi-step directions if possible.
Planning / Organizing	Ability to: anticipate future events; set goals; carry out tasks in a systematic manner; develop steps necessary to complete a task or action; understand or communicate main ideas or key concepts.	Break larger tasks into smaller steps. Have student break down tasks into smaller steps. Ask "what's next?" Have student practice identifying key concepts. Have student use planner & organizer. Work with them to complete it.
Organization of Materials	Ability to keep one's workspace and materials in order.	Develop rituals or routines for organization.
Monitoring	Ability to: check work; assess one's performance during or after finishing a task to ensure goals were obtained; keep track of the effect of one's behavior on others.	Have student practice evaluating their performance step by step. Model by talking out loud about your monitoring of your own or the student's progress.