

A S C A W E B I N A R S E R I E S



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Executive Function & Self-Regulation

*Meeting the Need Through
Counseling and Collaboration*

Claire Brantley M.Ed NCC
December 5, 2018

Learning Objectives:

After viewing this webinar you should be able to:

- List the skillsets involved in executive function and self-regulation.
- Identify the primary tasks for executive functioning and self-regulation development throughout the elementary years and beyond.
- Use provided individual, group, and classroom interventions to foster executive functioning and self-regulation skills.
- Discuss how to share this information with parents and teachers to create a partnership of support.

What Is EFSR?

EFSR involves 3 cognitive skill sets:



Working memory

The ability to retain and manipulate short-term info



Inhibitory control

The ability to set priorities and resist impulses



Mental flexibility

The ability to hold and shift attention based on demands



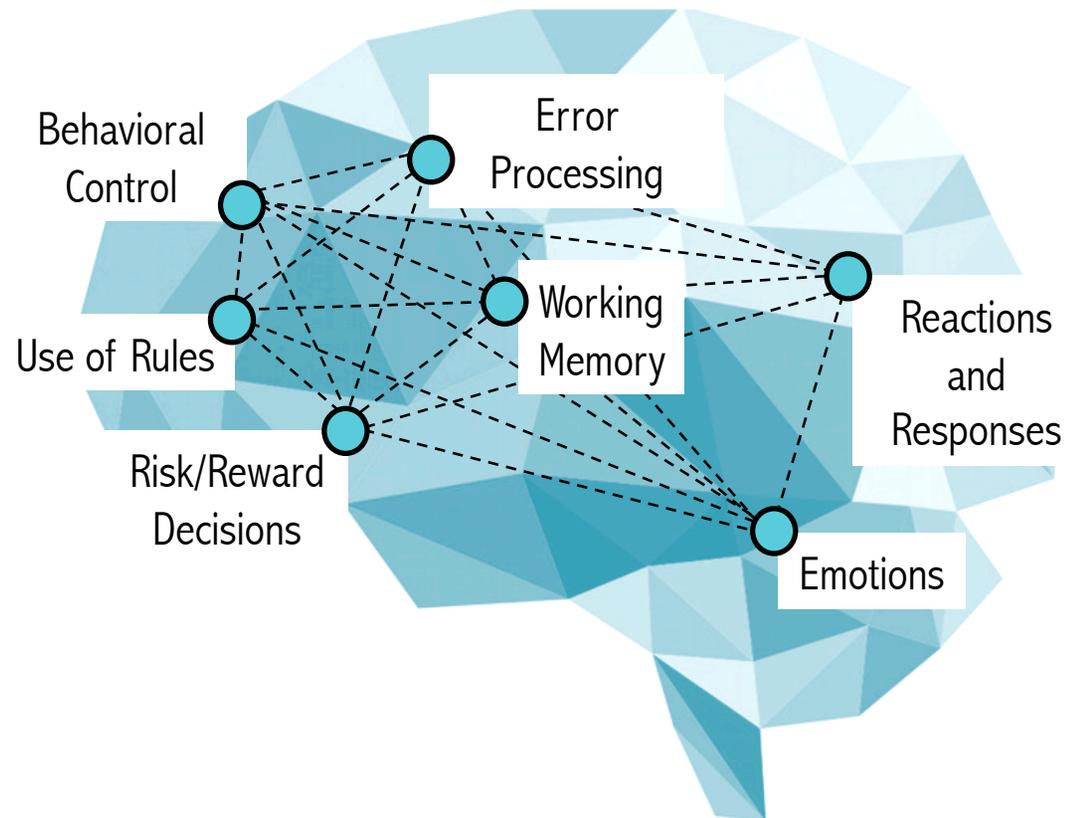
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How Does EFSR Develop?

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Dispelling Common Myths

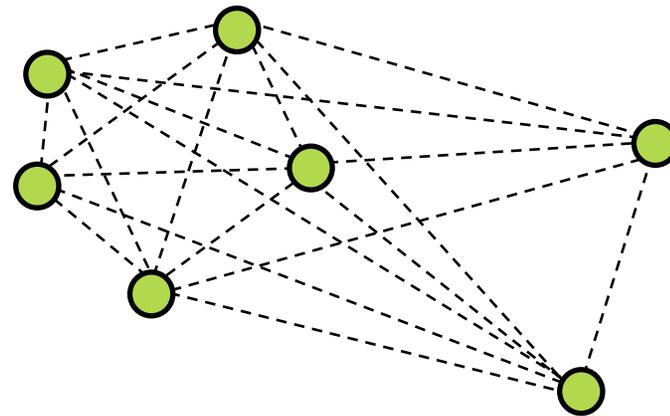
- EFSR does **NOT** develop automatically as children mature! Young children who have problems with these skills will **NOT** necessarily “outgrow” them.
- Children with EFSR deficits are **NOT** intentionally uncooperative!



Making Connections

EFSR skill sets develop through **pruning**:

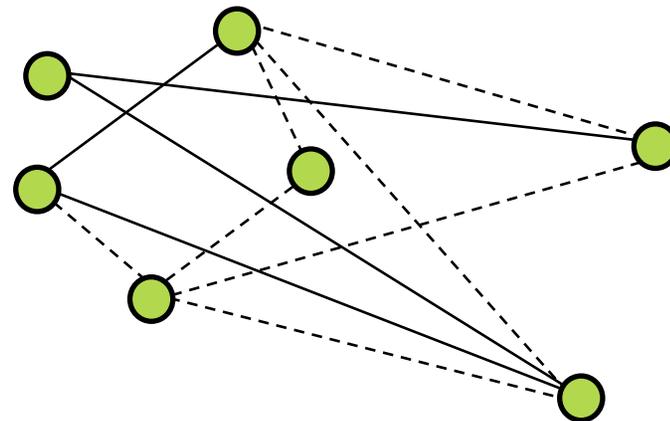
- Connections that are used become stronger
- Connections that are not become weaker



Making Connections

EFSR skill sets develop through **pruning**:

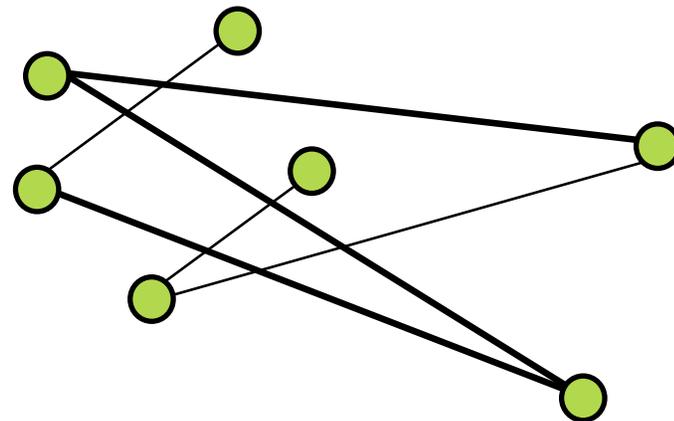
- Connections that are used become stronger
- Connections that are not become weaker



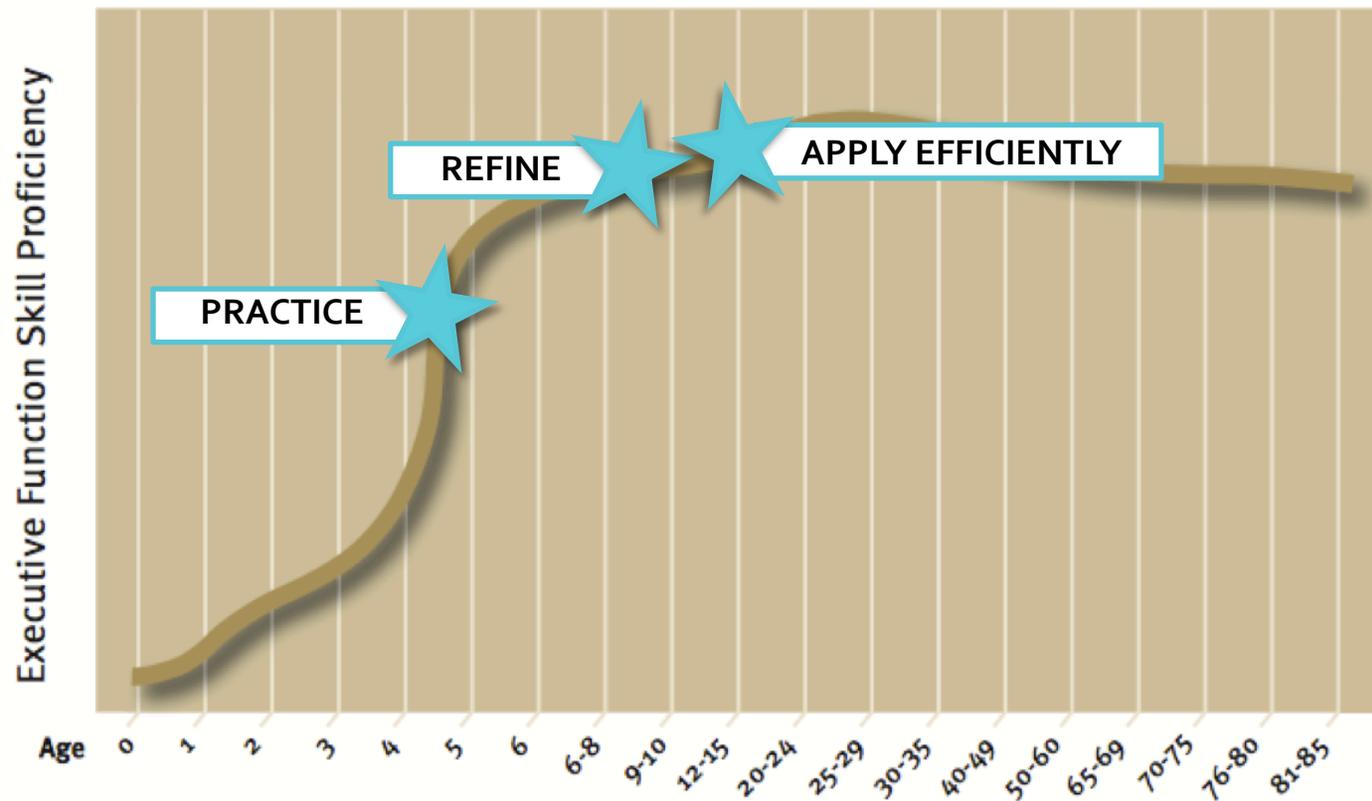
Making Connections

EFSR skill sets develop through **pruning**:

- Connections that are used become stronger
- Connections that are not become weaker



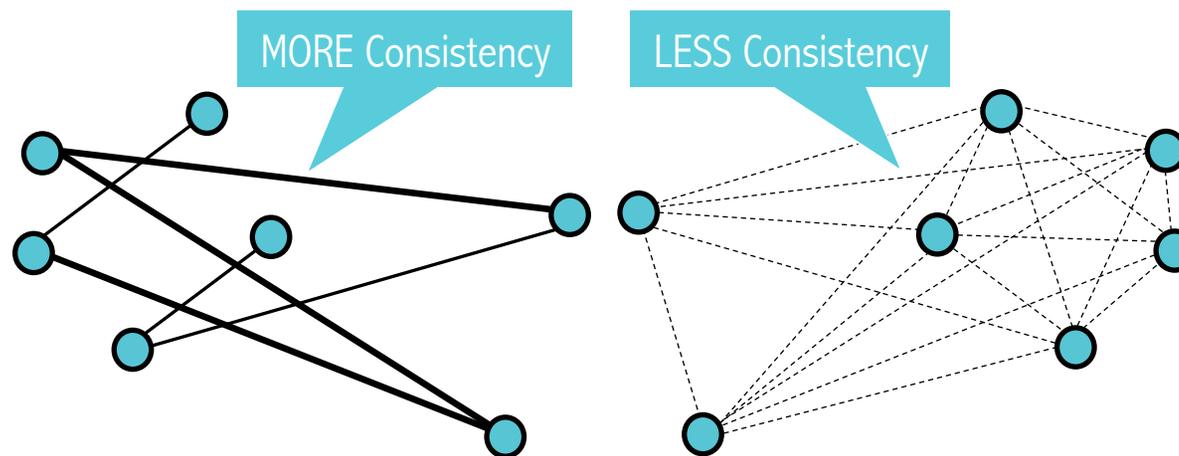
Lifespan Development



What Can Go Wrong?

Two factors can contribute to EFSR deficits:

- Normal individual differences (e.g. temperament, family history, etc.)
- Adverse environment, relationships, and/or experiences



Implications

Social Emotional	Academic and Career
<ul style="list-style-type: none">• Aggressive behavior• Negative impact on peer interactions• Mental health disorders (e.g. autism, ADHD)	<ul style="list-style-type: none">• Reading and math achievement• Citizenship• Organization• School refusal

A Brain Workout in Every Interaction

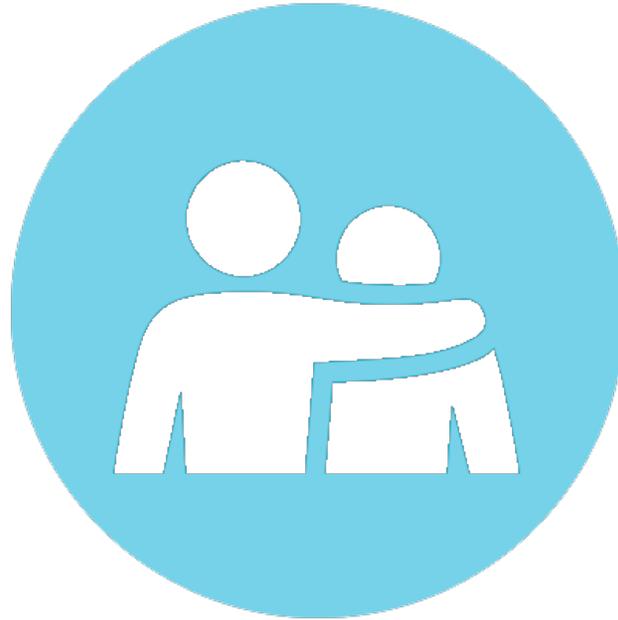
- Establish routines
- Stretch creativity
- Use memory checks
- Teach emotion regulation
- Practice social skills
- Provide choices



Presentation Resources

www.smore.com/4gte0





Counseling Interventions

Core Curriculum (Tier 1)
Small Groups (Tier 2)
Individual Support (Tier 3)

Core Curriculum

- Use an approach that gradually reduces the child's dependence on adult support (**scaffolding**).
- Explicitly teach EFSR skills like self-control.
Example: Self-Control Bubbles lesson on website
- Time taught teaching and practicing coping skills reinforces EFSR connections in the brain.
Example: Performing Under Pressure lesson on website
- Routinely incorporate brief EFSR activities in classroom lessons (yoga, listening bell, timers, etc.).

Small Group Action Plan

ASCA Mindsets & Behaviors

B-SMS.2. Demonstrate self-discipline and self-control

B-SMS.10. Demonstrate ability to manage transitions and adapt to changing situations and responsibilities

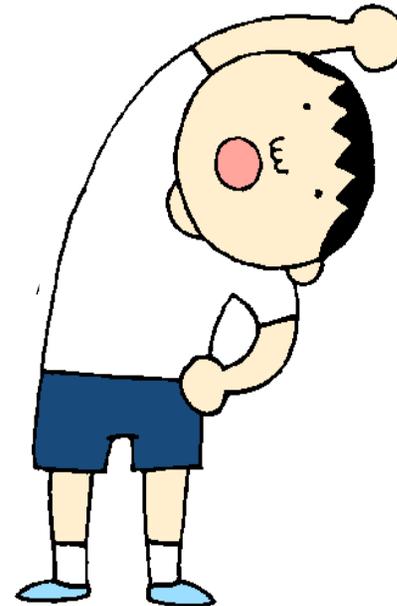
B-SS.9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Small Group Action Plan

Curriculum and Materials

Warriors with Self-Control

A RAMP-approved small group curriculum
by Erin Hurley



Small Group Action Plan

Process Data	Perception Data	Outcome Data
7 male first-grade students 7 weekly small group sessions	Parent, teacher, and student versions of a six-item pre-/post-test	Pre-/post report card marks for self-control



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Individual Support

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Start with a Classroom Observation

- The form I like best is on the website. It is very in-depth, but this provides a very specific snapshot of what skills needs to be developed!
- First, review results with the **teacher**. Discuss which goals to prioritize and what new strategies can be tried.
- Next, review results with the **family**. This is when I explain to what extent I can work with and support the student.
- Then, review results with the **student**. This is how I support the student's sense of agency and empowerment!

EFSR Individual Counseling Goals

Develop agency and empowerment over what's within their control

Increase self-monitoring

Learn strategies for shifting back to the demand

Strengthen working memory, inhibitory control, and mental flexibility

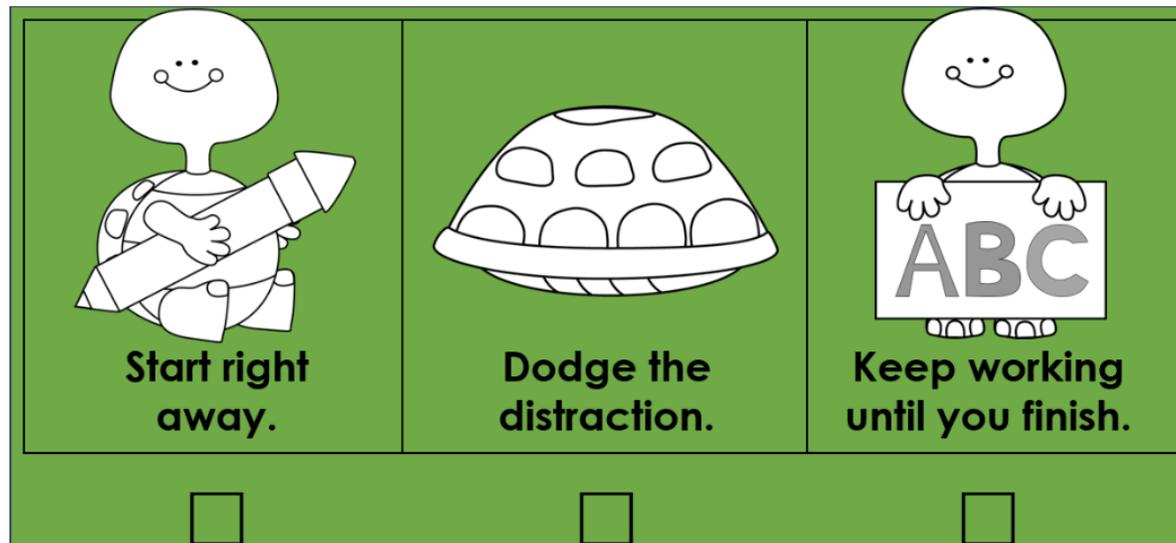
Using the Roundom App

- Editable counseling guide template on the website!
- Presents classroom observation results in a positive, kid-friendly way.
- Creates buy-in! What's something the student is very interested in? (cars, a sport, a TV character, etc.)
- Even incorporates math that can be adapted to any skill-level (e.g. addition, subtraction, fractions, decimals, percentages, etc.)



Using the Tortoise and the Hare

- <http://bit.do/tortoisechecklist>
- More geared toward lower elementary level





Collaboration Ideas

Parent Workshop
Staff Development

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Thank you!

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