

Executive Function Skills for Teens



Presented by Aaron Garland, Becky Oliver and Meg Dangler

Aspen High School November 14, 2019

Tonight's Agenda:

E.F. Overview

Being A Future Thinker

(Get Ready, Do, Done...Get Done)

Long Term Planning

Organization and Prioritizing

The Vibe @ AHS (what we see)



EXECUTIVE FUNCTION

CAN IGNORE
DISTRACTIONS

KEEP ATTENTION EVEN
WHEN INTEREST IS LOST

CAN SET GOALS AND WORK TOWARD THEM
OVER TIME AND THROUGH SETBACKS

CAN START AN
ACTIVITY ON
THEIR OWN

CAN SHIFT AND
BE FLEXIBLE
WITH CHANGING
CIRCUMSTANCES

MANAGE USE OF
TIME AND
ESTIMATE TIME
REQUIREMENTS

CAN MAKE AND
FOLLOW PLANS

CAN STAND
BACK AND
REFLECT ON
ONE'S EFFORTS

REMEMBERS AND
APPLIES NEW
INFORMATION

CAN CONTROL EMOTIONS TO BE
APPROPRIATE WITH CIRCUMSTANCES

CAN ORGANIZE
PERSONAL BELONGINGS,
SCHOOL MATERIALS &
IDEAS

Emotion Regulation

5

I can't stand this and ready to explode.

I want to hit someone, something, or throw something. I need an adult to help me go to a safe place so I can calm down.



4

I am getting too angry.

My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place to calm down.



3

I am getting really irritated.

I need to walk away from a bad situation. I will tell my teacher that I need a break.



2

I am doing OK.

I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.



1

I am doing great.

I feel good about myself and about what is going on around me.



Be a Future Thinker: “Mind MIME iT”

- M** Schematic Future Thinking: Make an Image: STOP What will it look like?
- I** Episodic Future Thinking: What do I Look like? Self Projection into the Future
- M** Mental Time Travel (Temporal - Spatial): How am I Moving to achieve this?
- E** The Future Emotion: How will I feel? Emotional Physiological State M I M E i T

IfThen

Future Talk It is 'experiencing the self in time': the temporally extended self

Left Brain

If.....Then

Right Brain

All Docs Aphorism Project

Tuesdays with Morrie Project and Presentation:

For this project you will be creating a PowerPoint or Google Presentation.

STEP 1: Choose THREE aphorisms from the list that appeal to you. Circle them. From those three aphorisms you selected, decide:

- which aphorism you connect to personally
- which aphorism you can connect to a historical event and / or figure
- which aphorism you can connect to a work of art- lyrics in a song, an issue or character in a movie or a TV show, or an issue or character from a book

STEP 2: THEN, label which aphorism is your personal example, which is your historical example, and which is your artistic example.

STEP 3: Create an attractive and engaging visual presentation in which you explain your three aphorisms and what they mean to you, in history, and in art.

VISUAL PRESENTATION REQUIREMENTS:

SLIDE 1: Cover slide- Has your name and an overall title for your presentation

SLIDE 2: 1) You include aphorism #1, 2) You explain what that aphorism means in your own words, 3) You relate it to a time in your life when this aphorism applied to an experience you had or a situation you were in (You can do this in 3 - 4 bullets). (INCLUDING AN IMAGE ON THIS SLIDE IS OPTIONAL.)

SLIDE 3: 1) You include aphorism #2 2) You explain what it means in your own words (IMAGE OPTIONAL)





SLIDE 4: You include an image and 3 bullet points that explain how the historical event or figure relates to or embodies the aphorism of the previous slide (IMAGE REQUIRED)

SLIDE 5: 1) You include aphorism #3 2) You explain what it means in your own words (IMAGE OPTIONAL)

SLIDE 6: You include an image, an audio clip to song lyrics, an excerpt to song lyrics, or a movie clip and you explain how the artistic example you've chosen relates to aphorism #3 (MEDIA or IMAGE REQUIRED). Please make sure your examples are school appropriate.

You will be presenting your project to the class on Monday. See the back for a rubric.

HERE IS WHAT TO THINK ABOUT BEFORE STARTING A NEW TASK:

- STOP** 
 - Stop what I am doing.
- THINK** 
 - What do I need to do?
 - Do I have a checklist that I can use?
- PLAN** 
 - Plan the steps needed to finish the task.
 - Fill out the checklist that I can use.
- DO** 
 - Sit down and start working!

GET DONE



STOP

Plan Backwards (Plan My Work- Future Thinkers)

3. Get Ready
What Materials
will I need?

2. Do
What do I Need to do to
Match the Done Picture?
How long will each step take?
Move /Sequence?

1. Done
Make and Image:
What will it/I Look Like?

Mental Imagery: Be a Mind MIME

STOP

Plan Backwards (Plan My Work)

3. Get Ready

What Materials
will I need?

2. Do

What do I Need to do to
Match the Done Picture?
How long will each step take?
Move /Sequence?

1. Done

Make and Image:
What will it/I Look Like?

MIME it

Self Monitor

Execute Forwards (Work My Plan)

Gather Materials

4. Start

Create Time Markers
Set a Half Way Point
 $\frac{1}{2}$ Point Check In

5. Check

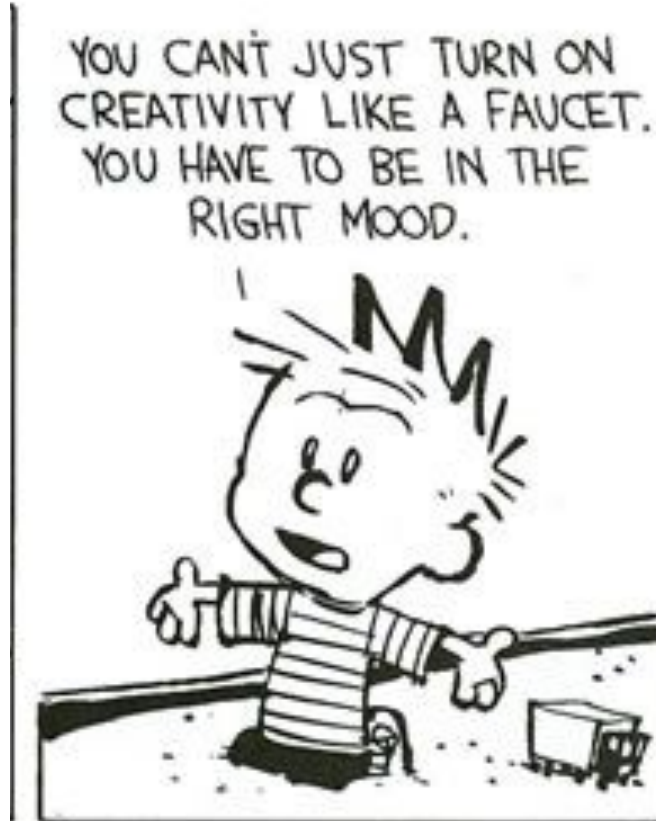
Done
Stop, Clean Up,
Review

6. Stop

**GET
DONE**



- How many of your kids have had long term projects?
- How many of your kids have procrastinated getting started on the project?
- Do you ever feel like they work better under time pressure?
- Do the directions of projects ever feel confusing?



Long Term Social Studies Project

In this long-term project students will be asked to interview members of their families to learn about their ethnic heritage. Students will

- construct a family tree,
- compose a report,
- craft a poster board,
- make a n oral presentation to the class.





HERITAGE PROJECT SOCIAL STUDIES

In this long-term project students will be asked to interview members of their families to learn about their ethnic heritage. Students will

- construct a family tree,
- compose a report,
- craft a poster board,
- make an oral presentation to the class.

Components of the project:

Students will create a family tree

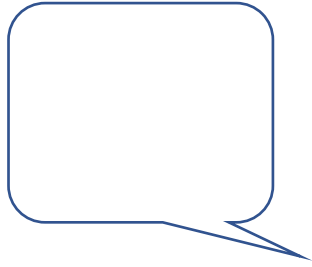
- Students should be encouraged to include pictures of as many relatives as they can.
- Students should be able to tell a story/stories about one or more of the relatives.
- Students should color or decorate the family tree, perhaps with an ethnic flavor.
- Students will write a five paragraph report on their findings:
 - Introduction
 - Country/countries of origin
 - Reason(s) their family came to America, and why they chose to settle in Illinois
 - Describe at least one custom or tradition, i.e. holiday celebration.
 - Reflection about what they have learned

Students will create a poster board

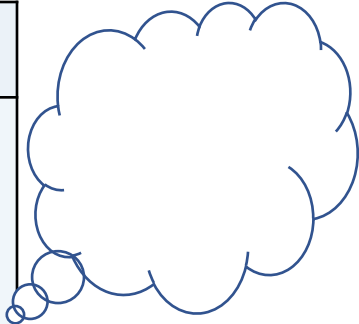
- Map of country of origin
- Picture or drawing of ethnic costume (may be drawn on paper doll figure provided)
- Personal pictures of family
- Artifacts from their heritage
- List of foods eaten at holidays
- Religious beliefs may be included
- Other cultural information they choose
- If they wish, they may dress in their ethnic costume for the presentation

Oral Presentation

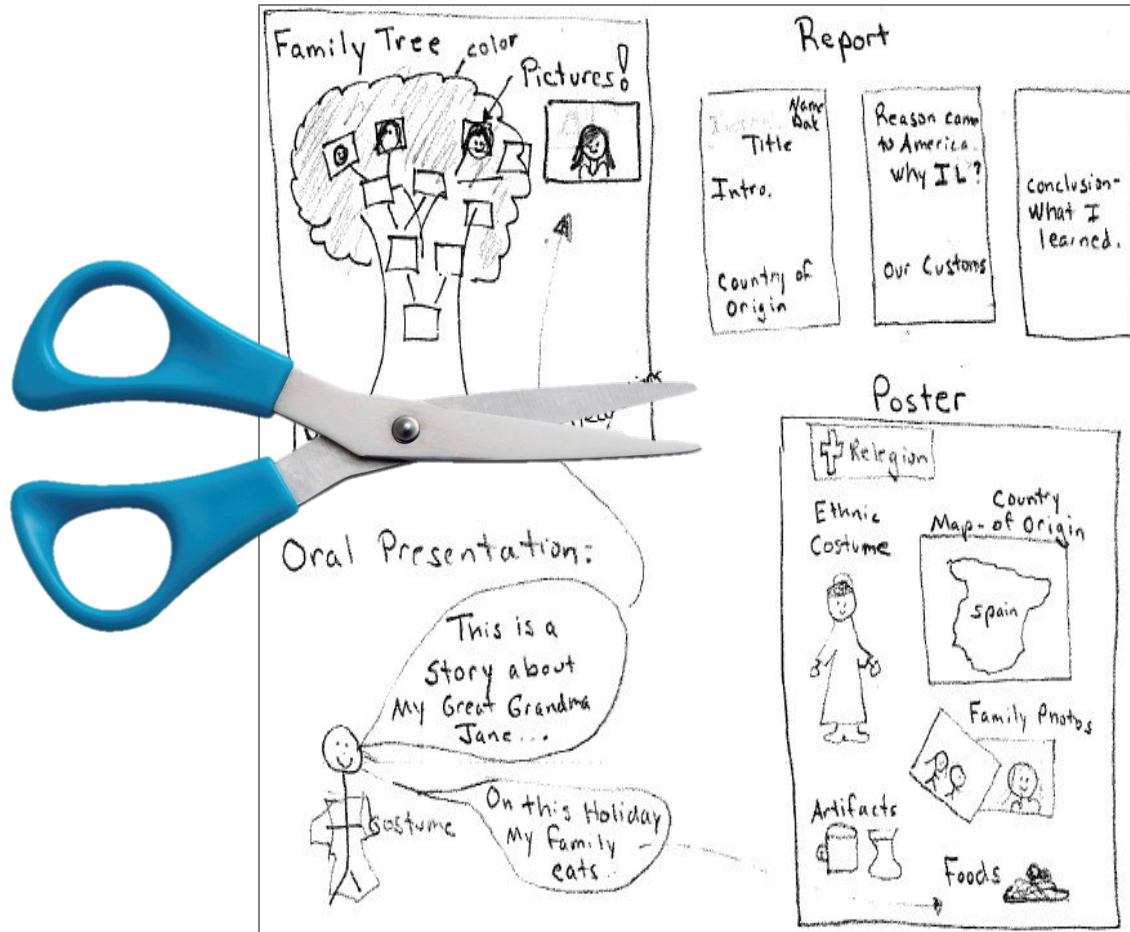
- Students will present a n oral report using the poster board as a visual aid
- Students will answer questions relating to their presentation



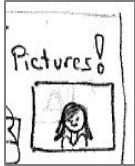
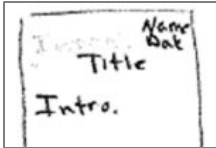
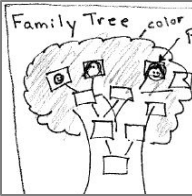
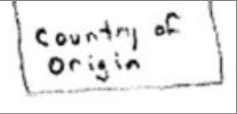

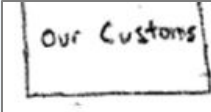
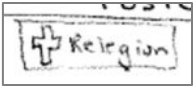
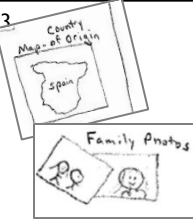



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Work on Family Tree: Draw	6 Write one paragraph	7	8 Find pictures for posters	9 Write paragraph on why family came to IL	10
11	12 Decorate family tree and glue pictures	13 Print more pictures for Poster	14 Paste pictures and fancy it up	15 Practice Speech	16 Project Due	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Breaking Large Projects into Manageable Pieces





	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
	5 	6 	7 	8 	9 	10 
	12 	13 	14 	15 	16 	17
	19	20	21	22	23	24
25	26	27	28	29	30	31



Managing Long Term Work Packets

Biography Book Review

Name: _____

You have chosen a biography of a famous American who made a contribution to our country's history. As you read, begin to adjust the following questions to fit the person you are reading about. Complete sentences but "worder" into your own words. Do not copy words from the book. Use ALL information you find in print, but you should be your best to find as much as possible.

Title: Benjamin Franklin

Author: Benjamin Franklin

Name of your biography: _____

Number of pages: _____

Item (date and place): _____

Use (date and place): _____

Write a life and influence:

What was his/her name (a.k.a.)? Where did he/she grow up? Around it? What was he/she like as a child or young adult?

Benjamin Franklin was born in 1706 in Philadelphia, Pennsylvania. He was a polymath, a writer, a statesman, and a diplomat. He was also a scientist, an inventor, and a philosopher. He was one of the most influential figures in American history.

What were the major influences on his/her life? What helped shape his/her experience or influenced his/her choices?

His father was a tallow chandler. He was a member of the Junto, a group of like-minded men who met to discuss and improve themselves. He was also a member of the Freemasons. He was a member of the American Philosophical Society. He was a member of the American Academy of Arts and Sciences. He was a member of the American Revolution. He was a member of the American Revolution. He was a member of the American Revolution.

Critical Thinking

What significant contributions did by the ruler in American History? Why is she/he famous?

If you could ask him/her one question, what would it be and why?

If you choose five famous Americans to read about?

Timeline

As you read, you will see significant events and dates in the life of your German Ancestress. Record the dates and events here. You will use these dates to construct a timeline of her/his life. You must have a 12 LEAD 7 18 event in your timeline.

Date: _____

Event: _____

Significance: _____

Date: _____

Event: _____

Significance: _____

Date: _____

Event: _____

Significance: _____

Date: _____

Event: _____

Significance: _____

Date: _____
 From: _____
 Significance: _____

Date: 10/25/12
 From: Dr. J. L. Smith
 Significance: Dr. J. L. Smith

Date: _____
 From: _____
 Significance: _____

Date: _____
 From: _____
 Significance: _____

Date: _____
 From: _____
 Significance: _____



Photocopy And Reduce The Packet To 25% Of It's Original Size

April



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Soccer	3	4	5	6
7	8	9 Soccer	10 Tutor	11	12 Dad's Birthday!	13 Soccer Game
14	15	16	17 Tutor	18	19	20 Soccer Game
21 Soccer Game	22	23	24	25	26	27 Soccer Game/Sleep Over with Jack
28	29	30	Tutor			



USH Book Review Project

Activity #1

CHOOSE YOUR BOOK FROM THE BIOGRAPHY SECTION IN THE LIBRARY

- 150 PAGE MINIMUM LENGTH
- MUST be a BIOGRAPHY (not an autobiography)
- MUST BE ABOUT AN AMERICAN CITIZEN
- MUST BE APPROVED BY ME

When you've chosen your book, complete the following, save it, and turn in next class

1. At the top of the page, write down the following:
 - a) Your name
 - b) Block
 - c) Name of the book
 - d) Name of the person in your biography
 - e) Name of the author
 - f) Year it was published
 - g) Publishing company
2. Why did you choose this biography? What do you want to learn about this person? (at least 5 sentences, no bullet points)
3. Give a brief summary about the person in your biography. You can look them up on the internet but it has to be in your own words. (7-10 sentences, no bullet points)
4. Do some research about the author. Biographical information can help you formulate your opinion about the book and gives your review some "depth." (10-15 bullet points)

US History Book Review Project

For your final project, you will write a critical book review of a American biography about someone of personal interest. A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book, not a retelling. It should focus on the book's purpose, content, and authority. **A critical book review is not a book report or a summary.** It is a reaction paper in which strengths and weaknesses of the material are analyzed. It should include a statement of what the author has tried to do, evaluates how well (in the opinion of the reviewer) the author has succeeded, and presents evidence to support this evaluation. **(150 points total)**

Written Component: Your critical review should be 4-5 pages in length and will count as 100 points.

Book Review Guidelines:

A. To achieve a critical review, you should address the following:

1. How well did the book achieve its goals?
2. What new or critical insight did the biography provide about the person, the time period they lived in, and how did they impact that time period?
3. How did the book affect you? Were any previous ideas on the subject changed, abandoned, or reinforced?
4. Would you recommend the book?

B. A critical review will also include:













1. Some essential information about the book: title, author, subject matter.
2. Quotations that help to illustrate your point.
3. Do some research about the author and incorporate what you learn into the review. Biographical information can help you formulate your opinion about the book, and gives your review some "depth." This should perhaps be a few sentences or short paragraph in your review.



C. Helpful hints in preparing the review:





1. Make notes about the main point you want to get across. Here you might highlight or mark with a sticky-note the parts of the book that you find interesting and that help to support the main point (you may also want to buy the book so you can mark it up).
2. Scan the Table of Contents to understand how the book is organized. This will aid in determining the author's main ideas and how they are developed (chronologically, topically, etc.).
3. Look at the notes and bibliography section. What sources does the author use for research?










Book Reports



			
			
			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Soccer	3	4	5	6
7	8	9 Soccer	10 	11	12 FRI lights!	13 Soccer Game
14	15	16 Soccer	17 	18	19	20 Soccer Game
21 Soccer Game	22	23	24	25	26	27 Soccer Game/Sleep Over with Jack
28	29	30				





Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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7	8	9 Soccer	10 Tutor	11	12 History Project	13 Soccer Game
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SCHOOL VACATION

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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WRITE PAPER

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SCHOOL VACATION







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WRITE PAPER






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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Soccer	3	4	5	6
7	8	9 Soccer	10 Tutor	11	12 Dad BDAY!	13 Soccer Game
14	15	16 Soccer	17 Tutor	18	19	20 Soccer Game
21 Soccer Game	22	23	24	25	26	27 Soccer Game/Sleep Over with Jack
28	29	30				

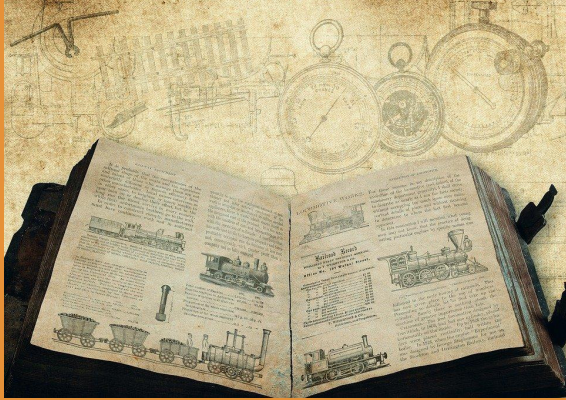
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12 PROM!	13 Soccer Game
14	15 Revise	16 Soccer	17	18	19 PAPER DUE!!	20 Soccer Game
21 Soccer Game	22	23 Soccer	24	25 Andrew Coming Over	26	27 Soccer Game/Sleep Over with Jack
28	29	30				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Soccer	3	4	5	6
7	8	9 Soccer	10 Tutor	11	12 FRI lights!	13 Soccer Game
14	15	16 Soccer	17 Tutor	18	19	20 Soccer Game
21 Soccer Game	22	23	24	25	26	27 Soccer Game/Sleep Over with Jack
28	29	30				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Soccer	3	4	5	6
7	8	9 Soccer	10 Tutor	11	12 History Project	13 Soccer Game
14 No School	15	16 Soccer	17 Tutor	18	19	20 Soccer Game
21 Soccer Game	22	23 Soccer	24	25 Andrew Coming Over	26 Mom BDAY!	27 Soccer Game/Sleep Over with Jack
28	29	30				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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28	29	30				



Executive Skills

Not mentioned at all historically, nor as recently as our generation. Why?

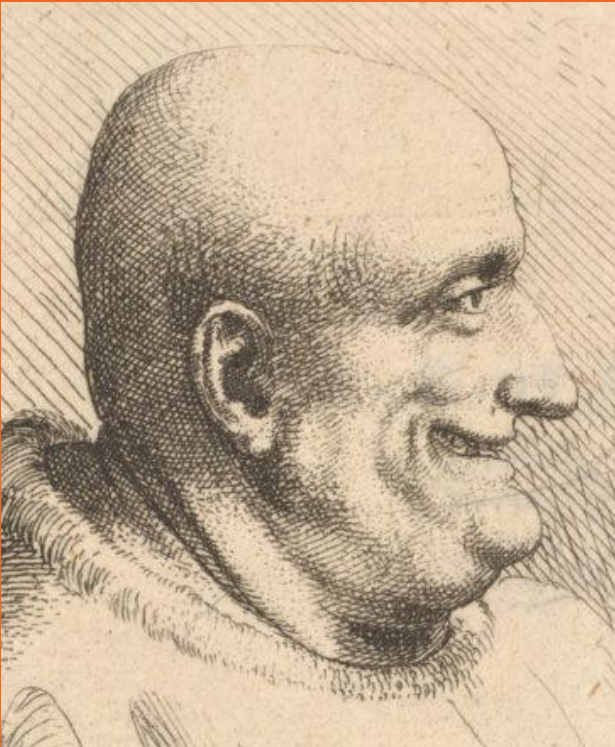
Still hard to understand.

Pornography: know it when you see it.

Executive skills: know it when you don't see it.



**When executive skills aren't present they are all of the reasons you are here tonight.
And why some of you are losing your hair.**



Seemingly endless hours on the phone or device.

Waiting until the last minute to get started.

Starts something and two minutes later is doing something else

OTHER SYMPTOMS

Keeps losing stuff, forgetting things, showing up late and unprepared

Underestimates how long tasks like homework will take

Doesn't see the connection between daily behavior and long term goals



AND MORE...

Doesn't know what he or she wants or is interested in

Quick to blame someone or something for why they didn't do something, or did it poorly

Forgets assignments, directions, due dates, appointments, etc...



FINALLY

Belongings are scattered all over the place, room is a mess, countless hours spent looking for things,

Gets derailed and unable to maintain focus when upset.



MY MOTIVATION

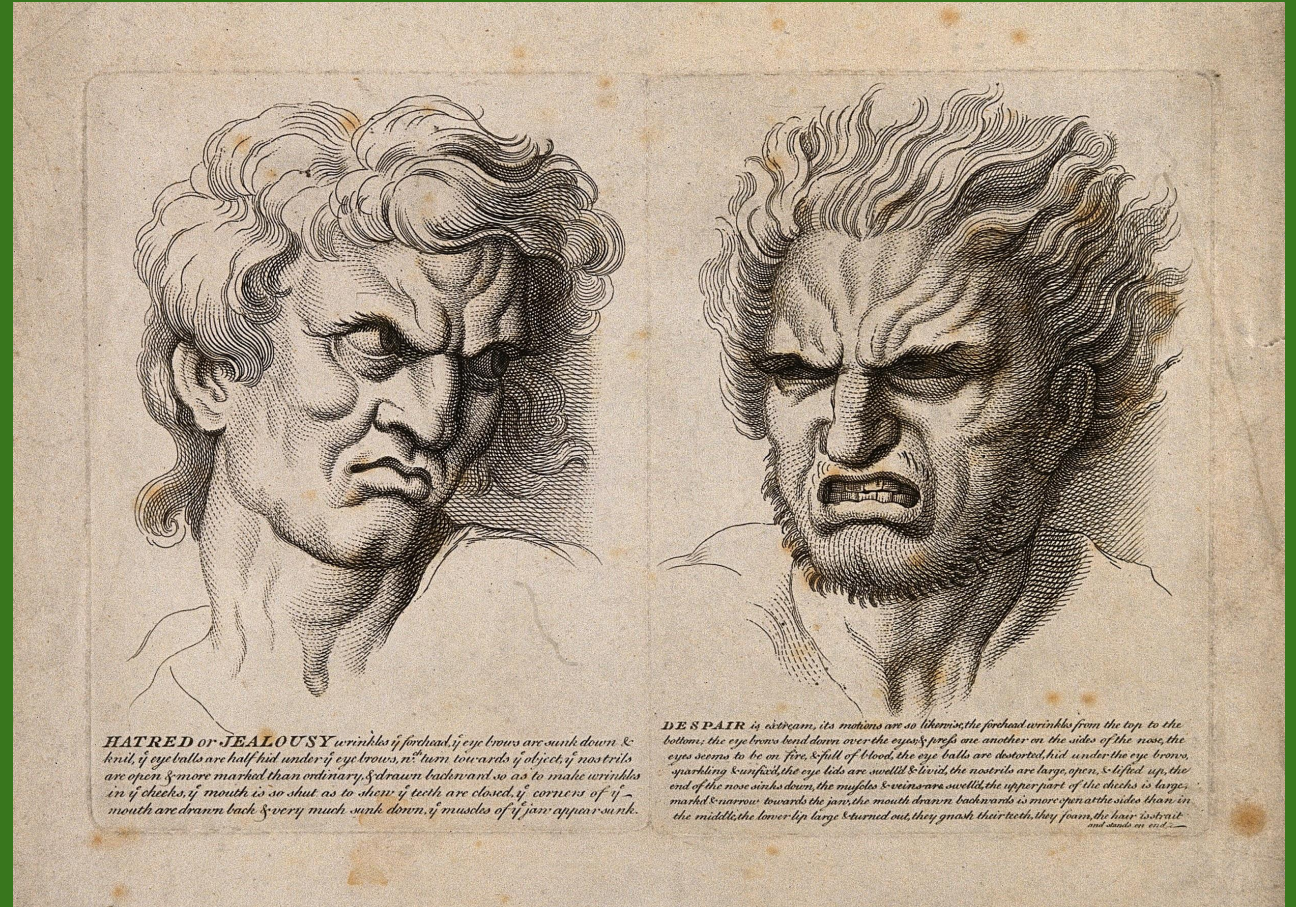
Taught for 20 years

Frustrated watching perfectly bright students severely limit their options in life because they hadn't learned (or didn't want to acknowledge) the rules of the game.

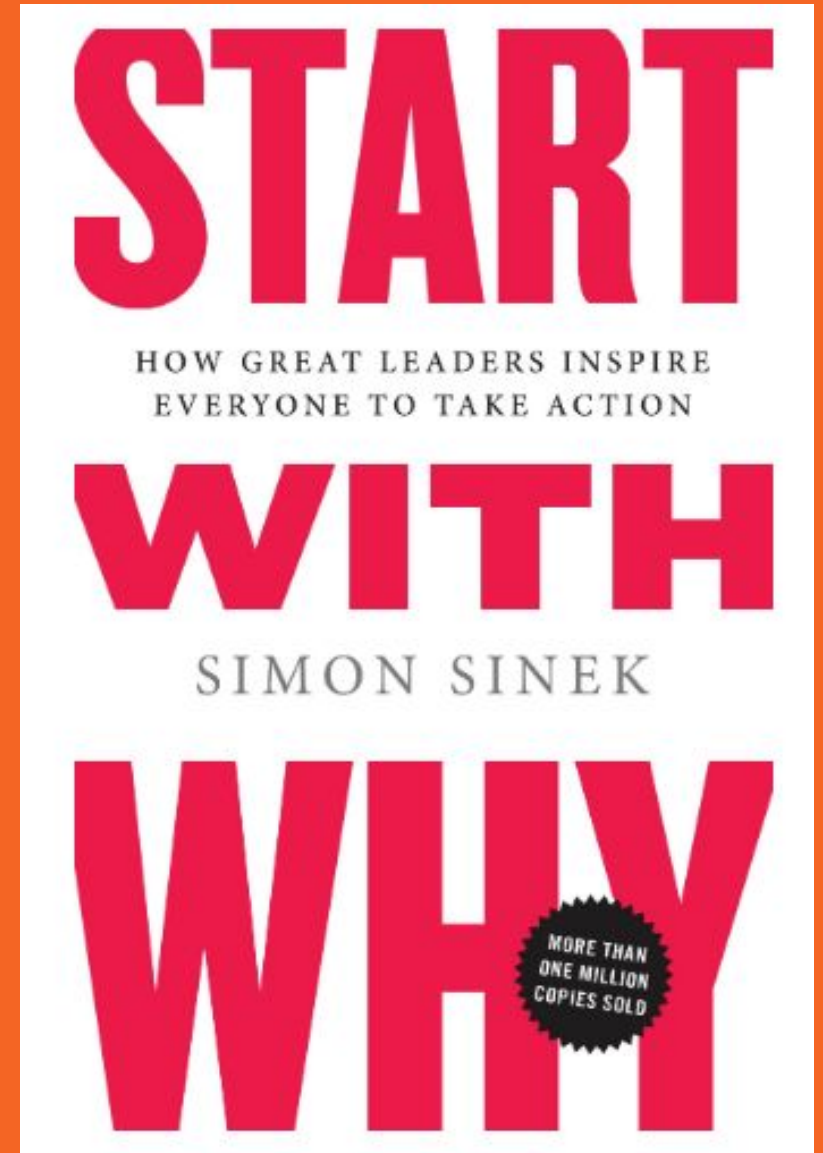
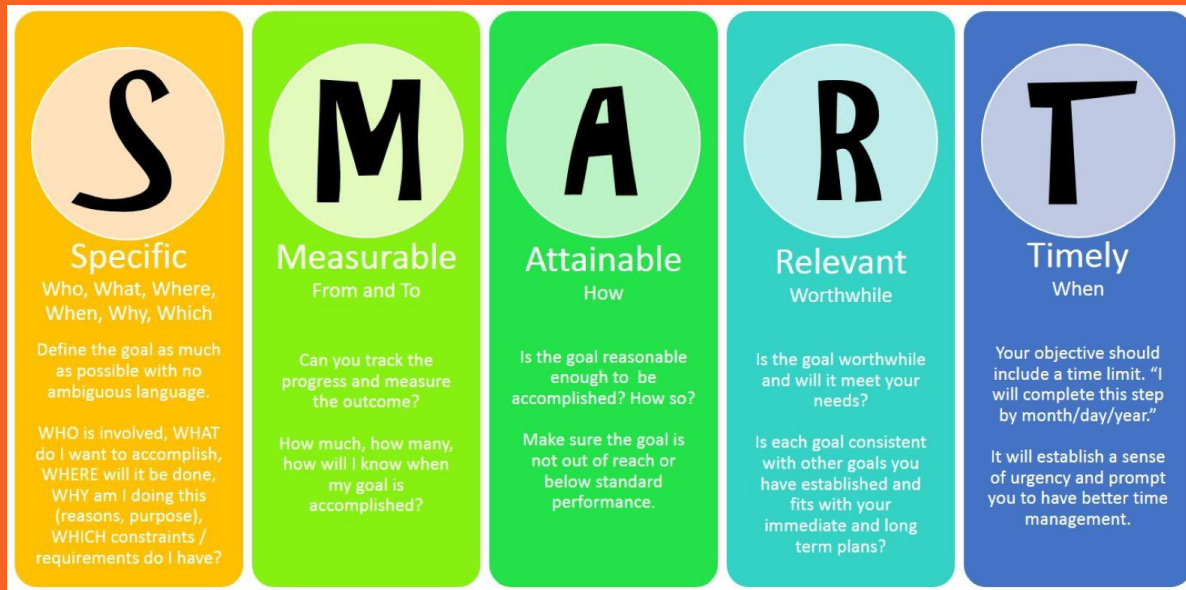


DEVELOPING BAD COPING BEHAVIORS

- Excuses
- Blaming
- Self-denigrating
- Self-deception



THE IMPORTANCE OF GOALS & THE POWER OF WHY



THE PROBLEM WITH GOALS

Reluctance around anything that can be used to judge or evaluate their behavior.



Fear of being compared to others who are more successful.



NOURISHING **visions** OF THE FUTURE

How do you want to feel?

What are the things that make
you feel strong?

Your Future Self — an avatar



“I CAN SEE YOU...”

Describe a possible future self,
enthusiastically,
in detail,
arriving at a destination,
interacting with friends, teammates or
colleagues.



EXTEND THE PLAYING FIELD

FAMILY

FRIENDS

LEISURE / FUN

Identify specific improvements
across 5-6 areas of life, not just
school or academics.

MUSIC / ART

ATHLETICS

SCHOOL

**MENTAL
WELLBEING**

**PHYSICAL
HEALTH**

FUTURE AUTHORIZING



<https://www.selfauthoring.com/>

STEPS & OBSTACLES

IDENTIFY WHAT
HAS TO HAPPEN
TO ACHIEVE THAT
GOAL



WHAT ARE THE
KNOWN AND
POTENTIAL
OBSTACLES?



COME UP WITH
TWO WAYS TO
OVERCOME EACH
OBSTACLE



x ②

GOAL SETTING & PLANNING FORMS

Long-Term Goal-Setting Form (page 2 of 4)

What are some of the potential obstacles that might prevent you from reaching your goal? How can those obstacles be overcome or avoided?

Potential obstacle	Ways to overcome the obstacle
1.	
2.	
3.	
4.	
5.	

INTERIM GOALS. Think about where to start in order to achieve your long-term goal. Check off which of the following you might like to work on.

Possible interim goals	I want to work on this
Improve class attendance	
Improve homework completion	
Increase homework handed in on time	
Improve grades on homework assignments	
Improve test or quiz grades	
Improve class participation	
Decrease discipline referrals	

Long Term Goal

Ways To Overcome The Obstacle

Potential Obstacles

Interim Goals

DAILY COACHING FORM

Daily Coaching Form

Name: _____ Date: _____

LONG-TERM GOAL(S):
THE BIG PICTURE:
Upcoming tests/quizzes:

Subject:	Date:	Long-term assignments:	Assignment:	Date due:	Task:	Other responsil	Date:
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

TODAY'S PLANS: (include homework assignments as well as any work to be done on long-term projects or studying for tests)

What are you going to do?	When will you do it?	Did you do it?	How did you do?*
1. _____	1. _____	Yes No	1 2 3 4 5
2. _____	2. _____	Yes No	1 2 3 4 5
3. _____	3. _____	Yes No	1 2 3 4 5
4. _____	4. _____	Yes No	1 2 3 4 5
5. _____	5. _____	Yes No	1 2 3 4 5
6. _____	6. _____	Yes No	1 2 3 4 5

*Use this scale to evaluate: 1—Not well at all; 2—So-so; 3—Average; 4—Very well; 5—Excellent

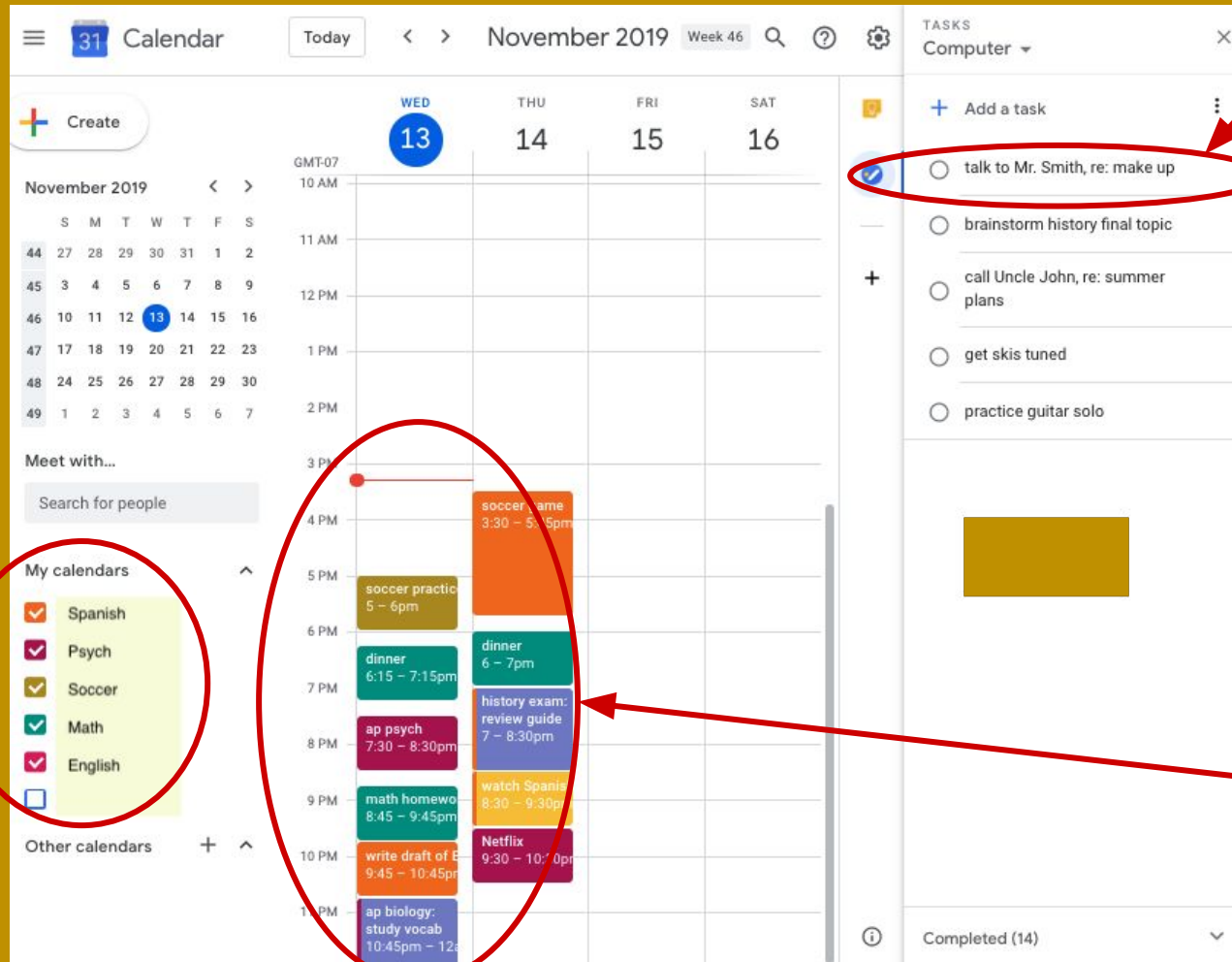
THINGS I NEED TO REMEMBER (check off item when taken care of)	OTHER NOTES:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

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COACHING ON GOOGLE

Add Homework, Reminders, Ideas & Appointments As The Occur

A
Calendar
For Each
Class



Timeboxing
Homework, Family
Time & Fun

DAILY SCORE KEEPING

The Following Day
He Reflected On If
He Handed It In
And How He Did

Student
Entered
Nightly
Homework
Assignments

Decided When
He Would Do
Each
Assignment

Estimated How
Long Each
Assignment Would
Take

anded It In
low He Did

May 17

		WHAT ARE YOU DOING?	When?	How long? Min.	How difficult? 1-10	Looking Back						
						Did you do it?		How did you do?				
						Yes	No	1	2	3	4	5
1	Health Studying	6:00a	15	3	1						1	
2	Fixing my civics paper	7:15	30	4	1					1		
3												
4												
5												
6												
		Estimated Time For Homework	0.75	hrs.	2	0	0	0	1	1	0	
					Daily Score	100.00%						

Produced A Daily Score

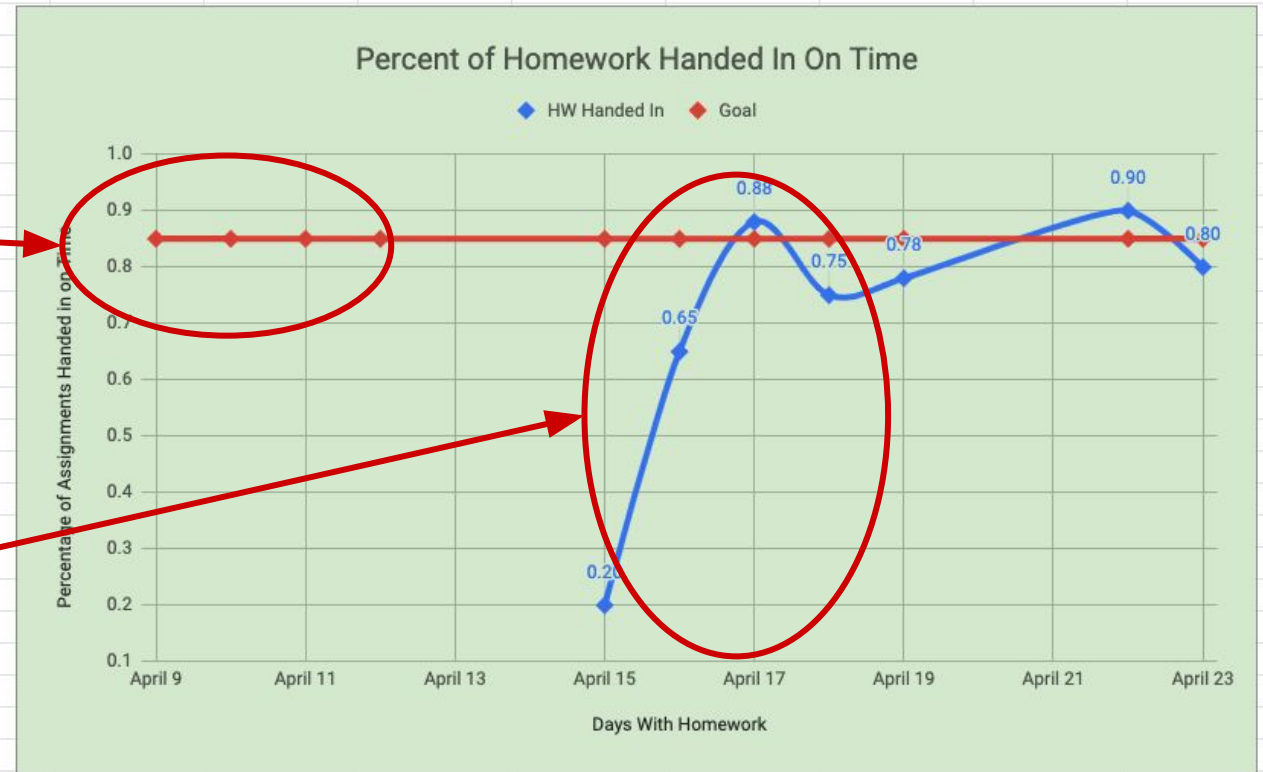
ated How
Each
gment Would

Produced
A Daily
Score

TRACKING RESULTS

Goal:
85% Of
Homework
Handed In
On Time

Daily
Results



ONCE GOALS ARE ESTABLISHED

- ❑ Calendar & Timeboxing
- ❑ Checklists
- ❑ Daily Update
- ❑ Weekly Review
- ❑ Fade Coaching

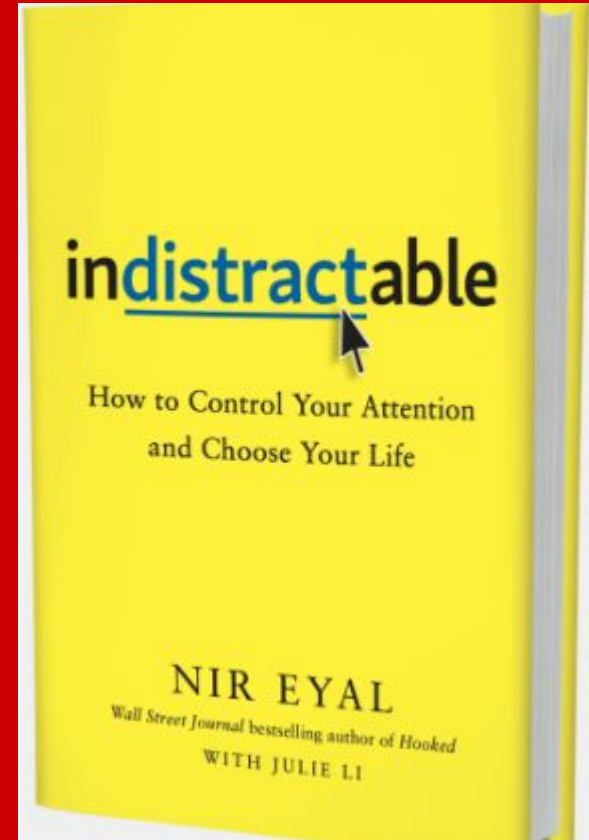
facilitates
ORGANIZATION

ultimate goal

THOUGHTS ABOUT DISTRACTIONS

Nir Eyal, author of “Indistractable” and the bestseller “Hooked” suggests that:

- 1) adults and children can learn to manage distractions
- 2) the problem is deeper than technology
- 3) overuse is a symptom of some emptiness in other areas of their lives.



APPROACHES TO DISTRACTIONS

THE VALUE OF EVERYTHING YOU DO THROUGHOUT THE DAY

*Everything on the left moves us
away from what we really want.*

DISTRACTION

games on my phone
surfing the internet
Snapchat with friends
scrolling on Instagram
browsing on YouTube
Netflix binges
hours on Fortnite

*Everything on the right moves us
closer to what we really want.*

TRACTION

games with my family
dinner time
helping around the house
reading
face to face with friends
homework
asking questions
supporting causes

THE SMARTPHONE GOOD OR BAD?

“Make the conversation about how you and your children are treating and interacting with each other as opposed to blaming the tool.”

Eyal, Nir. Indistractable (p. 199). BenBella Books, Inc.. Kindle Edition.



Daily Life at AHS

- I'll talk to my teacher tomorrow... "Why don't you email them now AND talk to them tomorrow."
- I'll look in Google Classroom to see what I have missing... "Let's make a list on one page of everything that you have to do."
- I did the work, but forgot to turn it in... Create a finished work folder or notebook that the student looks at in the beginning of each class.
- I'll meet with my teacher during Access tomorrow... "Set an alarm on your phone so you won't forget."
- When checking PowerSchool, "I turned that in but my teacher hasn't graded it"... "Ok, why don't you email them right now just to be sure they received it?"
- I will start with the classwork I like the most... "how about we look at all the work that is due and prioritize what should be done first?"

Q and A

Thank you for joining us tonight!