

Targeting the right provision for our CLA and CIN pupils - Executive Functioning

**Tamsin Austoni & Natalie Hope
(Virtual School)**

Ideas and strategies which will support teachers to identify needs; strengthen children's skills; increase confidence and promote positive learning behaviours.



What is Executive Functioning and why is it important for learning?



Executive functions are the skills that underpin learning and form the basis for the problem-solving skills of everyday life.

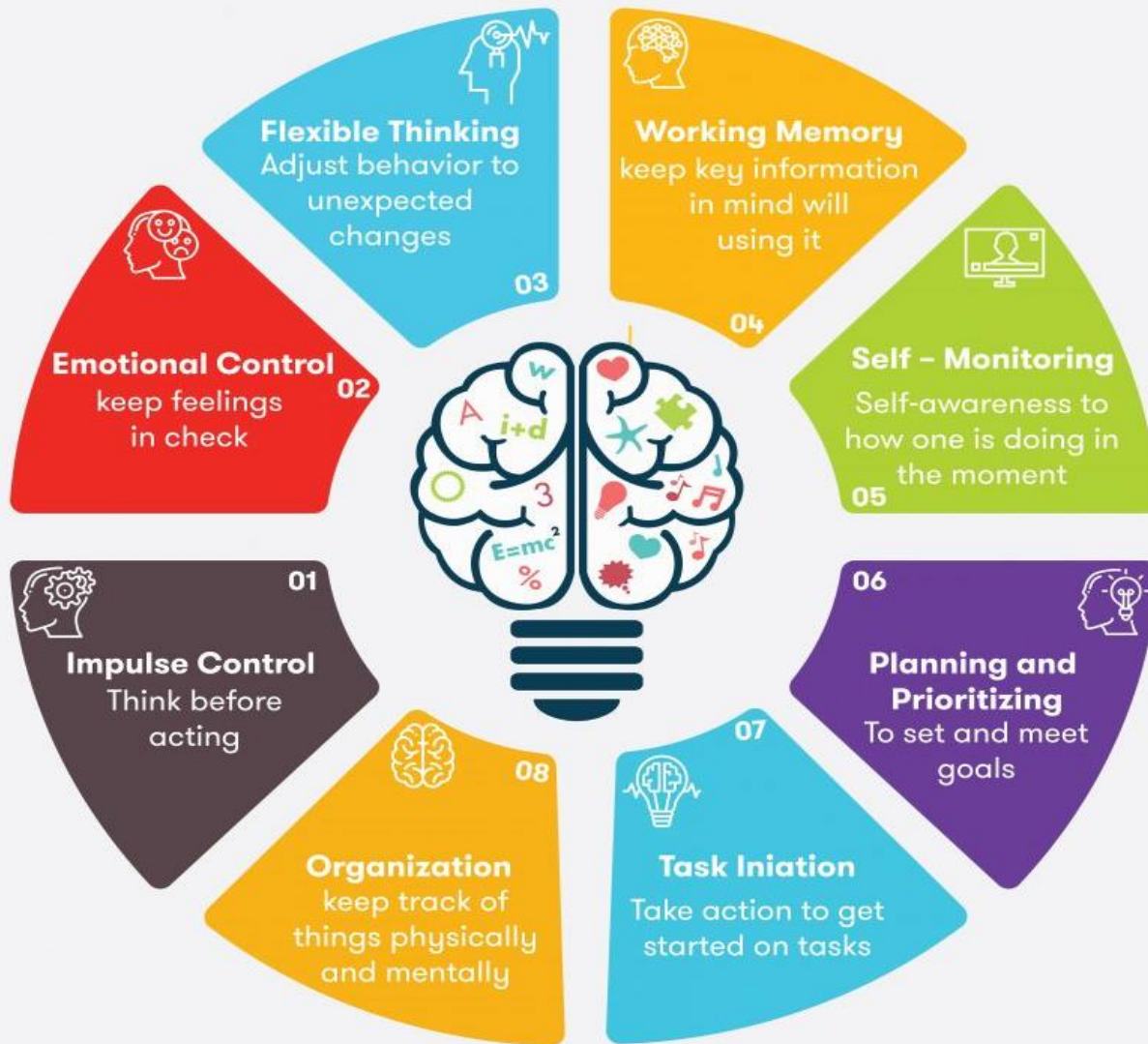


Often children who have experienced developmental trauma show delays in their executive functioning.



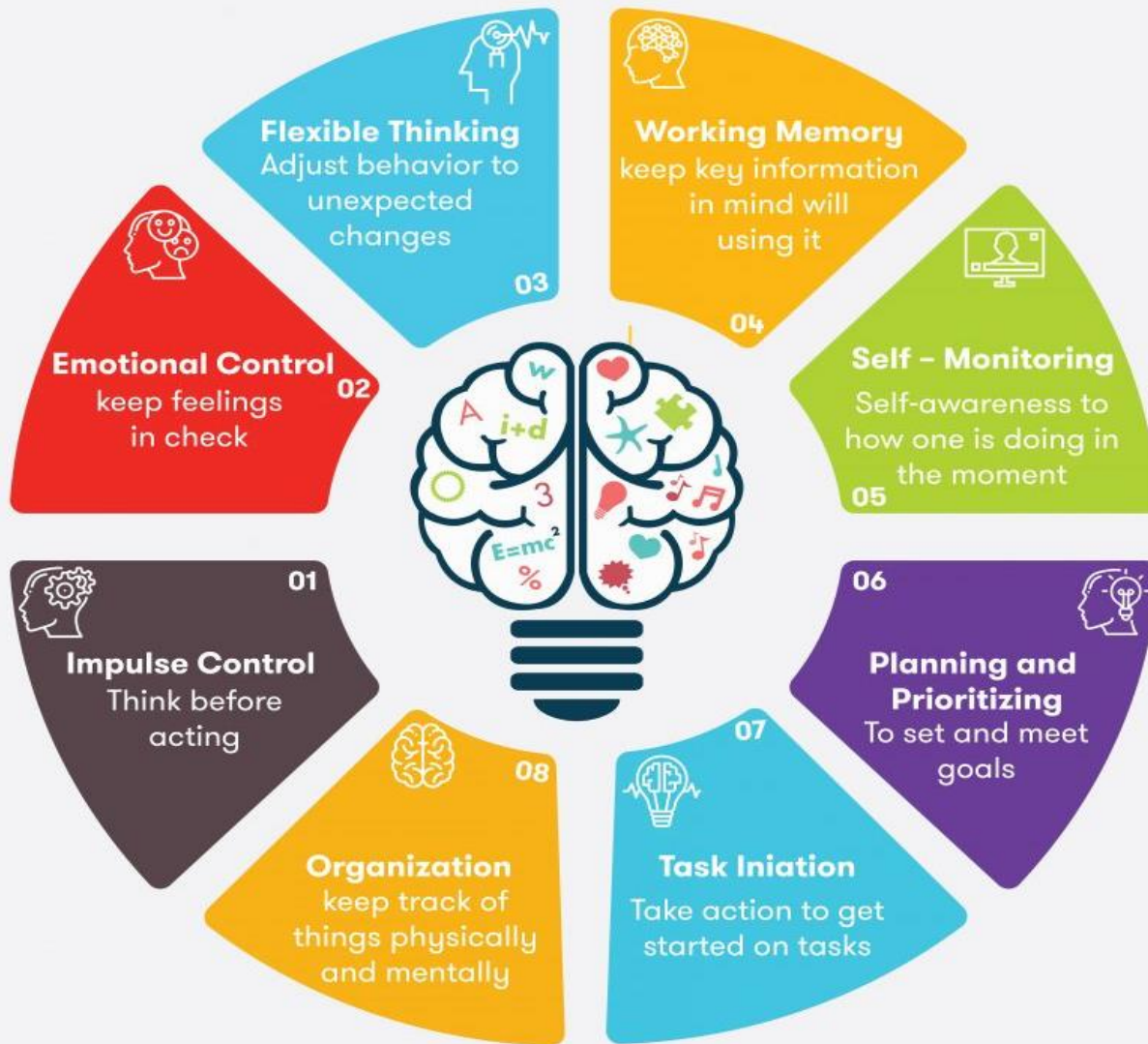
This can have significant consequences for their ability to learn and manage in the everyday classroom.





Planning & Prioritising	<ul style="list-style-type: none"> • Setting goals and planning steps to achieve goals • Task planning and breaking down tasks • Avoiding tasks perceived as too challenging
Organisation	<ul style="list-style-type: none"> • Organising equipment/school bag or arriving without required equipment • Difficulty managing homework
Flexible Thinking	<ul style="list-style-type: none"> • Moving from one activity or lesson to another • Unsettled by change • Difficulties in unstructured times of the day/Unable to move on from playground disputes • Difficulty in transferring skills
Task Initiation	<ul style="list-style-type: none"> • Difficulties getting started on tasks without intervention • Lacks problem solving skills/strategies
Working Memory	<ul style="list-style-type: none"> • Unable to remember multi-step instructions or tasks • Finding it difficult to hold in mind information to complete a task
Self-Monitoring	<ul style="list-style-type: none"> • Do not see their behaviour in the same way as others – not recognise how it might affect others • Often make mistakes in their work and do not check over work • Unable to understand why work is graded poorly and perceive it as unfair treatment
Impulse Control	<ul style="list-style-type: none"> • Unable to wait for feedback/gratification • Easily distracted/fidgety • Forgetful in daily tasks • Difficulty taking turns/talks over others/calling out in class
Emotional Control	<ul style="list-style-type: none"> • Difficulties self-regulating emotions – outbursts or meltdowns • Difficulties with peers/social skills • Anxiety





Scaffolds to support

Figure 5: Task checklists—a visual scaffold

Task Plan

What do I need? 1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

What do I need to do?

1 _____


2 _____

3 _____

Anything else?

Reward

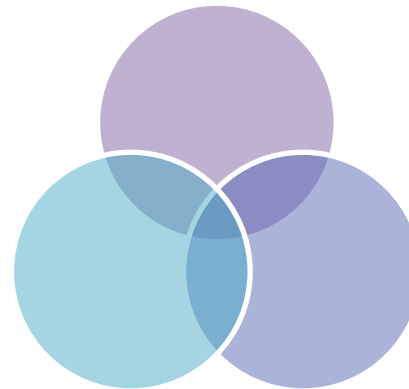
How long?



Use a range of scaffolds and tools.

For example:

- To organise ideas
- To compare and contrast
- To classify new information
- To generate ideas



[EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](https://www.educationendowmentfoundation.org.uk)
([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk))



Training Opportunity

The Virtual School is hosting a virtual twilight workshop:

“Executive Function and Target Setting”

Tuesday 14th November 3.30-5.30

This will be presented by Julia Alfano, EP.

Designated Teachers will be sent details in the autumn term, or contact virtualschool@hants.gov.uk



Virtual School Training Brochure 2023-24

Summer 2023 Edition

Virtual
School

The Virtual School training offer is open to:

- all Hampshire & Isle of Wight Schools;
- schools out of county with Hampshire Children in Care (CIC);
- Early Years PVI (nurseries, pre-schools, and childminder) settings;
- independent schools (please contact the Virtual School to discuss).